



New Hello!

English for Preparatory Schools

Year One

Teacher's Guide

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Scope and sequence

Module 1: Family and friends

Skills	Language	Life Skills, Values and Issues
1 My family and me		
Reading: An interview with twins; Heidi; a text about a gymnast **Writing:** A paragraph on hobbies; a person in your family **Listening:** An interview with twins **Speaking:** Talking about your family; asking questions	**Pronouns** **Possessive adjectives** *my, your, his, her, its, our, their* **The present simple** *I play the drums. She plays chess.* *I don't play football. She doesn't go swimming.* **Asking questions** *Do you play chess? Does he play football?*	**Life Skills:** Self-management **Values:** Love of family **Issues:** Awareness of rights and duties; loyalty and belonging
2 It's my favourite subject		
Reading: Descriptions of schools around the world **Writing**: A paragraph about journey to school; A paragraph about daily life **Listening:** A discussion about timetables **Speaking:** Asking and answering about school and timetables	**Adverbs of frequency** *always, usually, often, sometimes, never* **Possessive 's and s'** *It is a girls' school.* *This is the teacher's room.* **Talking about school** *When have we got Computer Studies?* *It's after break.* *Maths starts / finishes at 3 pm.*	**Life Skills:** Critical thinking; self-management **Values:** Cooperation **Issues:** Awareness of rights and duties
3 Different people		
Reading: A description of a sports star; a blog post; *Alice's Adventures in Wonderland* **Writing**: Writing a blog post about a friend **Listening:** Descriptions of people **Speaking:** Describing people; talking about likes and dislikes	***have/has got*** *He's got curly hair.* *Has he got straight hair?* *She hasn't got glasses.* *Has he got a beard?* *No, he hasn't.* ***can/can't*** *He can score lots of goals. I can't pick up that box.* ***good at/bad at*** *I like swimming. I'm good at drawing.* *I love learning about other countries.* *I don't like watching TV.* **Describing people** *Eman loves painting. She's clever and brave.*	**Life Skills:** Respect for diversity; resilience **Issues:** Non-discrimination against people with special needs
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Module	Skills	Language	Life Skills, Values and Issues
Module 2: The world around us	**4 We're using technology!**		
	Reading: A text message conversation; a text about hobbies **Writing:** A paragraph and a poster about online safety **Listening:** A description of technology in a classroom; a phone call **Speaking:** Describing the technology in your classroom; a guessing game; giving instructions	***There is / There are*** *There is a printer. There isn't a charger.* *There are some laptops. Are there any mobile phones?* **The present continuous** *I'm eating an apple.* *He's not using the tablet.* *Is she writing an email?* **Review of prepositions** *Are you sitting next to your best friend?* **Giving instructions** *Tap the name of the person.* *Write your text message.*	**Life Skills:** Problem solving; resilience **Values:** Curiosity; assessment of science **Issues:** Digital citizenship; technological awareness
	5 Holidays		
	Reading: A description of a holiday; an advertisement for learning English **Writing:** An advertisement for a holiday; an email about a holiday **Listening:** A conversation about a holiday; a discussion about a day out **Speaking**: Describing a place; talking about a holiday; responding to news	**Past simple: *to be*, regular and irregular verbs** *Mariam was frightened.* *I climbed a mountain.* *We went to the beach.* *We didn't swim.* *Where did Munir go on holiday?* *Did he climb a mountain? Yes, he did.* **Responding to news** *How exciting! What a pity. Wow!*	**Life Skills:** Communication **Values:** Respect **Issues:** Environmental awareness
	6 Let's eat!		
	Reading: A recipe; reviews of a dish; a text about healthy snacks; a text about food in Africa **Writing:** A paragraph describing a picture; an online review of a café **Listening:** A conversation about what food there is; an interview about healthy drinks; a conversation in a café **Speaking:** Asking and answering about food in a picture; giving advice; ordering food in a cafe'	**Countable and uncountable nouns with *some* and *any*** *There are some biscuits.* *There isn't any cheese.* *Are there any peppers? Yes, there are.* ***a lot of, enough, too much, too many*** *There is a lot of sugar.* *There are not enough ingredients.* *There is too much sugar.* *There are too many raisins.* ***should* and *shouldn't* for advice** *You should eat fruit.* *You should not drink too much fruit juice.* **Ordering food in a café** *What would you like?* *I'd like a salad.*	**Life Skills:** Problem solving; decision making **Values:** Curiosity; participation **Issues:** Preventative health
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Introduction

This Introduction contains the following sections:

- The aims of the course
- The curriculum and rationale
- The course components
- A Student's Book unit in detail
- Teaching *New Hello*
- Technology
- Independent learning and preparation
- Extra activity ideas

The aims of the course

The framework for *New Hello English for Preparatory Schools* course has been entirely redeveloped by a team of experts, using modern methodology and approaches. The main aim of the course is to equip students of Preparatory school age with the necessary language, thinking and study skills* to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on.

There is a focus on preparing students for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating 21st-century skills (such as communication, problem-solving and critical thinking skills) into the learning material and by engaging students with 21st-century issues and established values. *Life skills*, *Values* and *Issues* are integrated into the course topics all the way through.

In addition to these universal skills and themes, the course maintains a distinct Egyptian focus, with an emphasis on Egypt's place within Africa and the wider world.

The curriculum and rationale

The material and activities included in the course (Preparatory 1 – Preparatory 3) correspond to the Common European Framework of Reference for Languages (CEFR) A2, in addition to other standards in teaching ESL and are designed for learners at that level. Learning outcomes are clearly set out at the beginning of the lesson in the teacher's guide for easy reference in clear measurable objectives, for example:

Reading:	● To read and complete a text with the correct form of the verb
Writing:	● To complete a text with present simple verb forms
Listening:	● To listen to a conversation for specific information
Video:	● To understand a video about chess
Speaking:	● To discuss the importance of the family
Vocabulary:	● France, Morocco, Oman, South Africa
Language:	● To use the present simple (all forms)
Life Skills:	● Empathy; resilience; self-management
Issues:	● Awareness of rights and duties; loyalty and belonging; national unity

The integrated skills approach

The curriculum is based around the four skills (reading, writing, listening and speaking). Several skills linked by a topic are integrated into one lesson in this course. Reading is combined with writing or listening, for example. The rationale for this new approach is that integrating skills raises student motivation levels and enables students to learn faster because they will not only be reading or listening to input about a given topic, for example, but also discussing or writing about it. Learning through an integrated approach is also extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives.

The skills input and practice in each lesson is accompanied by exercises that focus on aspects of vocabulary or language. These exercises give students the opportunity to notice how vocabulary and language are used within the material they have read or listened to and enable them to use vocabulary or language accurately in speaking or writing activities. The key Life Skills (see below) are also integrated into students' work on the four skills; they are linked to the lesson topics. These same life skills are reinforced throughout the three years of Preparatory study.

* Study skills are skills which enable students to learn. Examples of study skills are writing notes, reading for gist and self management, such as managing time. Thinking skills are advanced skills which encourage students to think proactively. Thinking skills include critical thinking, problem solving and decision making.

Life Skills

The life skills that are presented and practised in this course are skills that will enable students to effectively meet the challenges of life in the 21st Century. These include:

- **Collaboration:** How to work effectively with other people so that everyone can benefit from the experience and achieve positive outcomes.
- **Creativity**: How to come up with original and innovative ideas to produce something new or achieve improvements.
- **Critical thinking**: How to analyse facts in order to form an opinion about a given topic or situation.
- **Decision-making**: How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy**: How to understand and show understanding for other people's situations or experiences.
- **Negotiation**: How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving**: How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Self-management:** How to take responsibility for your own work, responsibilities, behaviour and well-being.
- **Sharing:** How to decide which information to share with which people and how to share information with other people clearly. The preceding life skills are supported by a group of values that help these life skills to develop.

Values

In addition to the overt life skills, the course also establishes values that students need to be equipped with These values include:

- **Work values:** How to make something perfect with openness, good communication and honesty.
- **Academic values:** Working with integrity, curiosity and objectivity; showing appreciation of science and scientists.
- **Personal values**: Showing patience, appreciation of others, compassion and independence.
- **Coexistence values**: Appreciating peace, tolerance and acceptance of others; respecting rules, rights and traditions; participation in helping others.

Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These are flagged in the teacher's notes.

Issues include:

- **Non-Discrimination issues**: Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues**: Appreciating loyalty and belonging, national unity, awareness of rights and duties; showing legal awareness.
- **Environmental and developmental issues**: Showing awareness of environmental pollution and responsibility, and an appreciation of sustainable development and community participation.
- **Health and population issues**: Appreciating preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation**: Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

The course components

- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- Video, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- A website: www.newhelloforegypt.com

Student's Book and Workbook

The Student's Book consists of two terms, each of which is divided into two modules of three main units and a review unit.

- Each of the main units is divided into seven lessons, with each lesson designed to take 40–45 minutes of classroom time.
- Lessons 1–3 are double-page spreads and the other lessons are single pages.

- Lesson 7 is a review lesson where students practise using the key vocabulary and language from the unit.
- The two review units provide revision of the vocabulary and language from the module and consolidation of the skills taught in them. Each review unit is divided into two lessons.
- The Student's Book also includes a *Glossary* where students can find definitions of the key vocabulary from the units. The students are encouraged to look up new words in the *Glossary* to discover and clarify their meaning so that they can develop their dictionary skills. See also *Vocabulary* below.

The aim of the Workbook is to consolidate and extend students' understanding of the Student's Book content by providing further opportunities to practise it.

- The structure of the Workbook follows that of the Student's Book. There are also two terms, each of which is divided into two modules of three units and a review unit.
- The Workbook content corresponds directly to the Student's Book lesson content. Each main unit in the Workbook is seven pages long and there is one page of exercises for each lesson of the Student's Book. Each review unit is two pages long and there is also one page of exercises for each page of the review unit in the Student's Book.
- The first Workbook unit is designed to refresh students' knowledge of English from the previous year and check what they can remember. The final Workbook unit is designed to check students' understanding of all of the work completed in that term.
- The first page of each Workbook unit practises the new vocabulary and language from Lessons 1 and 2 of the Student's Book.
- The review units in the Workbook are two pages long and recycle the language from the module.
- The expectation is that, in most cases, teachers will set up Workbook tasks in class so that students can complete them at home. However, in some cases, for example discussion activities, Workbook exercises will need to be completed in class instead.

Teacher's Guide

The Teacher's Guide includes the pages from the Student's Book and Workbook alongside the teacher's notes for those pages.

- Teacher's notes are provided for every element on each page of the Student's Book and Workbook.
- These teacher's notes outline possible warmers, describe procedures for the implementation of exercises in the classroom and provide explanations of the connections between exercises and the *Life Skills, Values* and *Issues* they have been designed to develop. For example, an explanation is provided of how remembering class rules can enable students to develop the life skill of collaboration.
- Teacher's notes also provide answers or suggested answers for all exercises and the audio scripts for all of the audio material.

Video

The aim of the accompanying video material is to broaden or deepen students' knowledge about topics they have studied in the Student's Book units. It also provides a fun opportunity for listening practice and, very importantly, prepares students to operate as English users in a world where video is a dominant medium of communication.

- The video material will be available on the Egyptian Knowledge Bank (EKB).
- One video accompanies each unit of the Student's Book.
- The video icon appears at the bottom of the page to indicate in which lesson the video for that unit is intended to be used. There are also notes about and scripts for the video in the Teacher's Guide.
- The content of the video will be relevant to the topic of each unit.
- The creators of the course are aware that in some schools it may not be possible for students to use technology in the classroom to view the videos. However, video material has been provided because of the potential value it adds to the learning process.

A Student's Book unit in detail

- Lessons 1 and 2 of each unit provide longer reading texts or language presentations; Lessons 3–6 provide integrated skills practice; and Lesson 7 provides revision of the vocabulary and language points presented in the previous lessons.
- A variety of relevant and interesting reading and writing texts and listening/speaking scenarios are included in the Student's Book units including emails, articles, stories, instant messaging texts, interviews, questionnaires and panel discussions.

Unit objectives

Unit objectives are provided at the start of each unit and are organised under the following headings: Reading, Writing, Listening, Speaking, Language and Life Skills.

Their aim is to provide teachers with a brief overview of what students are going to learn about and do in the unit. The order in which the unit objectives are organised is the same in every unit and does not reflect the order in which these items are presented in the unit.

Unit Opener

Each unit begins with one or more photos or pictures which introduce students to the unit's topic and are accompanied by questions designed to engage students with the topic. This is often done in the form of a quiz or a discussion point. This fun lead-in activity provides an opportunity for the teacher to discover how much students already know about the unit topic based on their general knowledge and also what vocabulary knowledge they already have. Teachers are encouraged to promote student engagement with the unit topic by adding personalisation to the opening activity. This could be done, for example by asking students to talk about their own family where photos of families are used or talk about their school where photos of schools are used.

A *Research* box is included in most units to help students develop their internet search skills. Students are given a question, e.g. *What is the difference between a girl's school and a girls' school?* and have to find the answer to it.

A *Find* box is included in each unit to get students to find a specific piece of information in the unit. The aim is to help students develop their ability to skim for specific information. This is a useful skill in the modern world, where large amounts of information are available online and people have to read it to identify the specific information they need.

Reading

A wide range of text types are used in the Student's Book and these include: emails, articles, stories, instant messaging texts, interviews and questionnaires. The text types chosen reflect modern means of communication that students will encounter in the real world. The exercises that accompany the reading texts are designed to check various reading skills, such as reading for gist, reading for specific information or reading for detail. The reading texts are often used to introduce key language and vocabulary as well.

Writing

Writing activities are carefully staged so that students move from reading a model text to preparing to write a text and then finally to writing a text. Students are asked to write a wide range of texts, including: descriptive texts, articles, blog posts, posters, advertisements and a description of a picture, with a focus on the quality of form and meaning. Many of the writing activities are accompanied by a *Writing tip* box, which provides students with helpful advice on an important aspect of the writing task.

Listening

Listening tasks give students the opportunity to hear English in realistic contexts. A wide variety of listening types is included such as conversations, interviews, talks, presentations, quizzes and games. As with the reading tasks, the exercises that accompany the listening tasks are designed to check various listening skills, such as listening for gist, listening for specific information or listening for detail. As well as helping to develop their listening skills and improve their pronunciation, the listening tasks often introduce key functional language, such as ordering food at a restaurant and sequencing a set of instructions. All audio scripts for the recordings are given in the Teacher's Guide.

Speaking

Speaking exercises give students the opportunity to use the vocabulary and language they have learned to communicate with other students. In each speaking exercise, students are supported by text prompts, question prompts, photos or artwork, and they are encouraged to prepare to speak before they start speaking.

Language

New language is presented in a contextualised way in the form of texts with an authentic feel. These texts are then followed by *Language boxes* which highlight and present the language in a simple, clear and visually appealing way. Key language is also practised in the Workbook.

Vocabulary

In every unit, around 15-20 new words are introduced. These vocabulary items are often introduced in reading texts, where they are highlighted in clear bold font. Students are encouraged to notice the new words and deduce their meaning from context while reading. This process is designed to reflect the way in which we typically absorb new vocabulary we encounter outside the classroom. Meaning can be checked against the *Glossary* at the back or with a beginner's dictionary. Key vocabulary is also practised in the Workbook.

Life Skills

A focus on a specific *Life Skill* is indicated by a *Life Skills* box. *Life Skills* exercises provide students with the chance

to develop critical thinking skills and consider different opinions, thought-provoking and challenging discussion topics. A secondary aim of *Life Skills* exercises is to provide more freer speaking practice. There are additional discussion activities marked by a thought bubble icon which also require and practise critical thinking skills.

Remember!

A *Remember!* box is included in some units to draw students' attention to a language feature that is related to the topic of the lesson it appears in. These tips could be language features such as different types of present simple questions (Unit 1) or examples of useful vocabulary, or functional language, such as how to tell the time (Unit 2).

Teaching *New Hello*

Language presentations

New language in the Student's Book and Workbook is always contextualised in texts when it is introduced. Students read the texts and notice how the structure is used. Accompanying exercises reinforce and practise the language. There is always a *Language* box that clearly presents and explains the structure. Students should be encouraged to refer back to these *Language* boxes in later lessons to check that they are using the structures accurately. Further practice of the language is provided in the review lesson at the end of each unit and in the corresponding Workbook lesson. These allow the student to revise the key language and also allow the teacher to monitor and assess the students' progress.

The course is designed to support teachers with large classroom sizes by regularly providing pair work and group work tasks so that students are able to practise speaking with each other and are able to support each other with their learning.

Activity types

- Individual activities enable students to check their own ability to understand the texts they read or audio material they listen to, and also to notice vocabulary or language features individually. These activities also enable students to personalise their output, for example by writing sentences about their daily routine.
- Pair work activities allow students to ask and answer questions or have a conversation in an authentic way. The one-to-one nature of these exchanges mean that students feel less inhibited about speaking and making mistakes.
- Group work activities are also included. They allow students to communicate with other students in a group situation, which is similar to a lot of real-life social interactions. These activities are opportunities for students to use language in a freer way while having fun. Taking part in group work activities will help to boost students' confidence.

Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent and the vast majority of people use technology such as smartphones. This is reflected in the inclusion of text types such as online reviews, messages and blog posts in writing activities.

There are also various tables, charts and diagrams throughout the course. These often present information in a graphic or non-verbal way, such as you might see online. Students are encouraged to analyse, interpret and discuss the information in English, and often to present similar information in their own tables, charts or diagrams.

In some places, the Student's Book will encourage students to use technology themselves in the classroom, whether to complete the *Research* task in a unit or to support the *Project*. In some schools, using technology in the classroom or at home might not be possible and so these features have been placed in boxes outside the flow of the lesson to make them easy for teachers to adapt by using conventional research tools if this is the case.

Independent learning and preparation

In the modern world, students and employees are increasingly expected to be able to work independently and to be adaptable. It is, therefore, important to encourage students to learn these skills. The course is designed to encourage these skills. The suggestions below can help develop them further.

- At the end of each lesson, you could give students a quick homework task designed to get them interested in and motivated for the next lesson, for example research a footballer, look up a book to be reviewed in the next lesson, think about a topic or a discussion point, or look up the meaning of some vocabulary items in the *Glossary*.
- Simple tasks that only require students to read or complete exercises can be assigned for homework so that there is more time for productive skills in the classroom. Most Workbook tasks would be ideal activities to assign for this purpose, for example.
- In stronger classes, you can read through the *Language box* in the next lesson and ask them to prepare any

questions they have about it independently. You can then answer these questions the next time you meet.

Extra activity ideas

Language activity ideas

- **Reverse translation:** Students work in groups of three. They write sentences containing a language structure they need to practise on cards or strips of paper or in their notebooks. They then show these English sentences to a partner who translates them into Arabic and writes the translated sentence, either on the back side of the card or strip of paper or in their notebooks. That student then passes the Arabic sentence on to a third student, who translates the sentence back into English and writes it down again. Students then compare the original English sentence with the third English sentence, check if the third sentence is correct and discuss why it is incorrect, if this is the case.
- **Sentence correction:** Students work in small groups. Each student writes three grammatically correct sentences and two grammatically incorrect sentences in their notebooks. The students take it in turns to read their sentences aloud, mixing the correct and incorrect sentences. The other students have to identify the incorrect sentences and get a point if they can correct it.

Vocabulary activity ideas

- **Guess the word**: Students work in a group and choose a word for a thing. They describe this thing to the rest of the class (or a larger group) without saying the word for it, and the rest of the class try to guess the word.
- **Pelmanism:** Students are shown a group of objects or cards with words or phrases on them. The teacher then removes one or two of these objects or cards while students are not looking. The students have to say which objects or cards have been taken away. This activity could be a useful way of getting students to practise talking about countable and uncountable nouns, which is a language point in Unit 6 in this course, for example.

Check your English

Check your English

Check your English

1 This is a fact file of some students. Look and make sentences.

1 **Name:** Basel
Age: 12
Likes: football
Favourite food: fish with rice

2 **Name:** Fatma
Age: 13
Likes: books
Favourite food: chicken

3 **Name:** Maher and Hany
Age: 12
Likes: tennis
Favourite food: ice cream

4 **Name:** ....
Age: ....
Likes: ....
Favourite food: ....

1 His name is Basel. He is twelve. He likes football. His favourite food is fish with rice.
2 *Her name is Fatma. She is thirteen. She likes (reading) books. Her favourite food is chicken.*
3 *Their names are Maher and Hany. They are twelve. They like (playing) tennis. Their favourite food is ice cream.*

2 Complete fact file 4 for you and write sentences like those in Exercise 1.

4 *Student's own answers*

3 Listen and choose the correct answer from a, b, c or d.

1 The bag is … .
a new **b** Injy's **c** Lama's **d** Lama's sister's

2 The pencil case is … .
a red **b** blue **c** yellow **d** green

3 Lama has got … .
a a book about sport **b** a toy animal
c an English book **d** a book about animals

4 She has also got … .
a some oranges **b** an orange **c** an apple **d** a ball

5 The girls are in … .
a a school. **b** a house. **c** a park. **d** a shop.

4 Read and correct the mistakes in these sentences.

1 Hatem don't like sports. Hatem doesn't like sports.
2 I want play tennis this afternoon. *I want to play tennis this afternoon.*
3 Look! Those children jumping very high. *Look! Those children are jumping / can jump very high.*
4 I visit my cousins yesterday. *I visited my cousins yesterday.*
5 You speak English very good. *You speak English very well.*

5 Read the text, then answer the questions.



Mr Taha is a teacher in Port Said. He teaches English. On Monday, Tuesday and Wednesday, he makes himself a sandwich for lunch. He eats it in the school. On Thursday and Friday, he usually walks home. His wife makes him his favourite lunch: chicken and potatoes. Yesterday, it rained a lot. The weather is sometimes rainy in Port Said. Mr Taha did not want to walk home, so he went to a restaurant near the school. He loves the food there. The cook makes it all himself.

1 Where does Mr Taha work? He works in a school in Port Said.
2 What does he usually eat for lunch? He usually eats a sandwich.
3 What does he usually do twice a week? He usually walks home (for lunch).
4 Why did Mr Taha not want to walk home yesterday? Because it rained a lot.
5 Is the weather always rainy in Port Said? No, it isn't but it is often bad.
6 Who makes the food in the restaurant? The cook makes it himself.
7 What does the underlined word there refer to? It refers to the restaurant.

6 Do these words have the same sound. Listen and put (✓) or (✗).

1	washed/talked	✓	2	called/waited	✓
3	blue/duck	✗	4	cake/home	✗
5	shop/chick	✗	6	father/brother	✓
7	candy/July	✗	8	tail/gate	✗

7 What did they do at the weekend? Look at the table and answer the questions.

	Friday	Saturday
Ashraf	play football	visit cousins
Yunis	bake a cake	work in his father's shop
Riham	visit friends	play tennis



1 Did Yunis play football on Friday? No, he didn't. He baked a cake.
2 Did Ashraf work in his father's shop on Saturday? No, he didn't. He visited cousins.
3 What did Ashraf do on Friday? He played football.
4 Did Riham visit her cousins on Friday? No, she didn't. She visited her friends.
5 Where did Yunis go on Saturday? Yunis went to (work in) his father's shop.
6 What did Riham do on Saturday? She played tennis.

8 Write about your weekend. What do you usually do? What did you do yesterday?

Student's own answers.



SB pages 2-11 WB pages 72-78

OBJECTIVES

Reading
An interview with twins; *Heidi;* a text about a gymnast

Writing
A paragraph on hobbies; describing a person in the family

Listening
An interview with twins

Video
The history of chess

Speaking
Talking about your family; asking questions

Language
Pronouns; the present simple

Life Skills
Empathy; resilience; self-management

Values
Self-esteem

Issues
Awareness of rights and duties; loyalty and belonging; national unity

LESSON 1 SB pages 2-3 WB page 72

Outcomes:

- To use simple everyday polite forms of greeting and address
- To read a range of high-frequency words and CVC words
- To use beginner dictionaries, both print and digital, to determine or clarify the meaning of words
- To read short, simple sentences
- To identify key details in short familiar texts
- To pronounce familiar words with some accuracy
- To express facts about the family
- To research the meaning of great-grandfather and great-grandchildren
- To scan a text to find specific information
- To complete a crossword with vocabulary for people in the family

Vocabulary: aunt, brother, cousin, dad, daughter, grandfather, grandmother, mum, sister, son, uncle

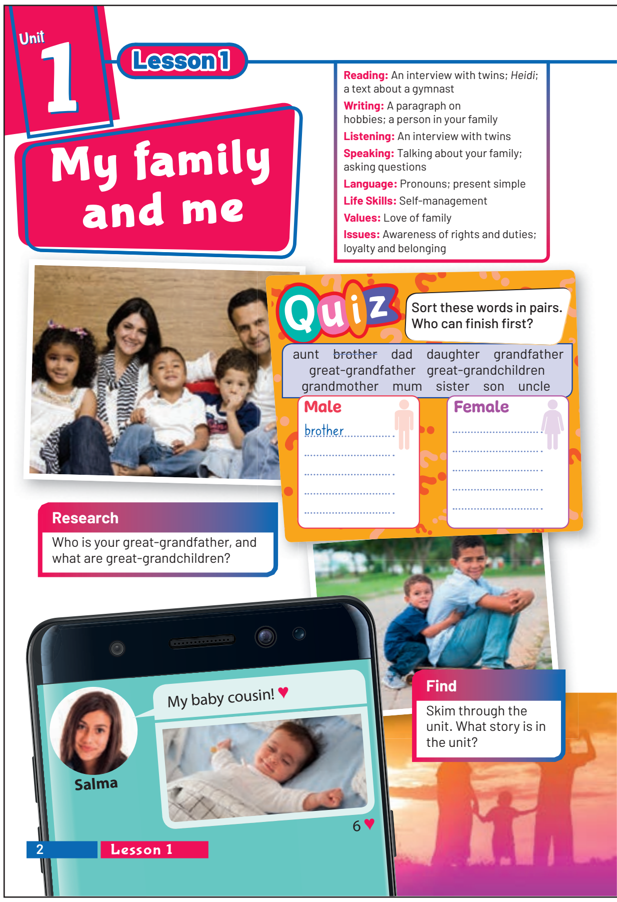
Language: To use possessive adjectives

Issues: Loyalty and belonging

Before using the book:

- Welcome the students in a polite and friendly way. This will help them to feel at home and also to think in English again. Say, for example, *Hello and welcome to our English class!* If you have not taught the class before, give them your name and title: *My name is Miss/Mrs/Mr …*
- Ask students to open their books. Draw attention to the photos of families or family members on SB page 2. Ask students to tell a partner if any of the people in the photos look like people in their own families – and if so, which people, i.e. their mum, dad, cousin, etc.
- Ask students to tell a partner how they think the people in the photos feel, e.g. happy.

SB page 2



Quiz

1 Ask students to read the instruction and the question and then to complete the task by reading the words in the box and putting them in the correct columns as quickly as they can. Or, make it a competition to see which student(s) can finish first.

2 Draw attention to the photo of a smartphone image in the bottom left-hand corner of the page and elicit or explain that your cousin is the son or daughter of your aunt or uncle. Ask students how many cousins they have.

3 When students give their answers, make sure they pronounce the words correctly.

Answers:

Male: brother, dad, grandfather, son, uncle, great grandfather

Female: aunt, daughter, grandmother, mum, sister, great grandmother, great grandfather

Research

1 Ask students to look at the question in the *Research* box. Their task is to find out the meaning of the words *great-grandfather* and *great-grandchildren*. They can do this by checking the meaning of the words in a dictionary.

2 Have students compare the results of their research in pairs and then check answers in class.

Answers:

Your great-grandfather is your grandfather's father.

Great-grandchildren are the children of your grandchildren.

Find

1 Ask students to look at the question in the *Find box*. Explain to students about how they can skim a unit. Explain that there is a story in the unit. Tell them to quickly go through the pages of the unit and see if they can locate the page it is on (page 8).

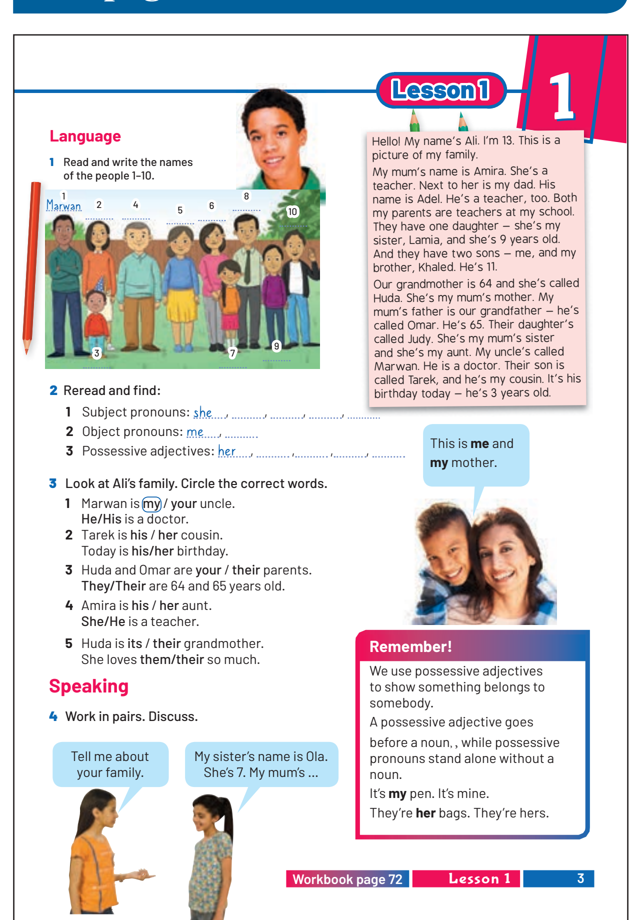
2 Ask them to name the title of the story (Heidi). See if any of them has heard of it before.

3 Tell them they have many other exciting readings to look forward to in this unit.

Answers:

Heidi

SB page 3



Lesson 1

Language

1 Read and write the names of the people 1–10.

1 Marwan 2 4 5 6 8 10 3 7 9

Hello! My name's Ali. I'm 13. This is a picture of my family.

My mum's name is Amira. She's a teacher. Next to her is my dad. His name is Adel. He's a teacher, too. Both my parents are teachers at my school. They have one daughter – she's my sister, Lamia, and she's 9 years old. And they have two sons – me, and my brother, Khaled. He's 11.

Our grandmother is 64 and she's called Huda. She's my mum's mother. My mum's father is our grandfather – he's called Omar. He's 65. Their daughter's called Judy. She's my mum's sister and she's my aunt. My uncle's called Marwan. He is a doctor. Their son is called Tarek, and he's my cousin. It's his birthday today – he's 3 years old.

2 Reread and find:

1 Subject pronouns: she ...., ..., ..., ..., ...
2 Object pronouns: me ...., ...
3 Possessive adjectives: her ...., ..., ..., ..., ...

This is **me** and **my** mother.

3 Look at Ali's family. Circle the correct words.

1 Marwan is **my** / **your** uncle. **He/His** is a doctor.
2 Tarek is **his** / **her** cousin. Today is **his/her** birthday.
3 Huda and Omar are **your** / **their** parents. **They/Their** are 64 and 65 years old.
4 Amira is **his** / **her** aunt. **She/He** is a teacher.
5 Huda is **its** / **their** grandmother. She loves **them/their** so much.

Speaking

4 Work in pairs. Discuss.

Tell me about your family.

My sister's name is Ola. She's 7. My mum's ...

Remember!

We use possessive adjectives to show something belongs to somebody.

A possessive adjective goes before a noun, , while possessive pronouns stand alone without a noun.

It's **my** pen. It's mine.

They're **her** bags. They're hers.

Workbook page 72 Lesson 1 3

Language

1 Read and write the names of the people 1–10.

1 Before students read the text in detail, ask them to look at the picture of Ali's family and, in pairs, say who they think each person is, e.g. mum, sister, grandfather, etc.
2 Students read the text for specific information. They focus on finding the names of each family member and writing and numbering them in their notebooks, to match the picture.
3 Have students compare their answers in pairs.

Answers:

1 Marwan 2 Judy 3 Tarek 4 Omar 5 Huda
6 Amira 7 Lamia 8 Adel 9 Khaled 10 Ali

2 Reread and find

Answers:

1 she, he, they
2 me
3 her, his, my, our, their

3 Look at Ali's family. Circle the correct words.

1 With more confident students, ask them to select the correct possessive adjectives in the sentences and then use the *Possessive adjectives* language box to check their answers. Ensure students are aware that they will need to refer back to the information in the text about Ali's family to complete the exercise. With less confident students, go through the information in the *Possessive adjectives* language box together first. Check their understanding and then have them complete the exercise.
2 In order to check students' understanding of possessive adjectives, you could ask one student to say a possessive pronoun, e.g. *mine*, and have the student next to them say the possessive adjective for it, e.g. *my*. Then, the student next to them says another possessive pronoun and the chain continues.

Answers:

1 my / He
2 his / his
3 their / they
4 his / she
5 their / them

Speaking

Remember!

1 Direct students to the *Remember!* box and ask them to read the information about where to place possessive adjectives in a sentence.
2 Check students' understanding of this information by asking them whether a possessive adjective goes before or after a noun. Extend your talk to focus on possessive pronouns, too.
3 Show the difference between the two using examples.
4 Remind students of the rule they learned in the Primary stage.
5 Encourage students to make sentences using possessive adjectives and possessive pronouns in pairs.
6 Go around and check.

4 Work in pairs. Discuss.

1 Most students will need a few minutes to prepare to talk by making some notes about their families in their notebooks.
2 Direct students to the speech bubbles and ask them to use the text in the speech bubble on the

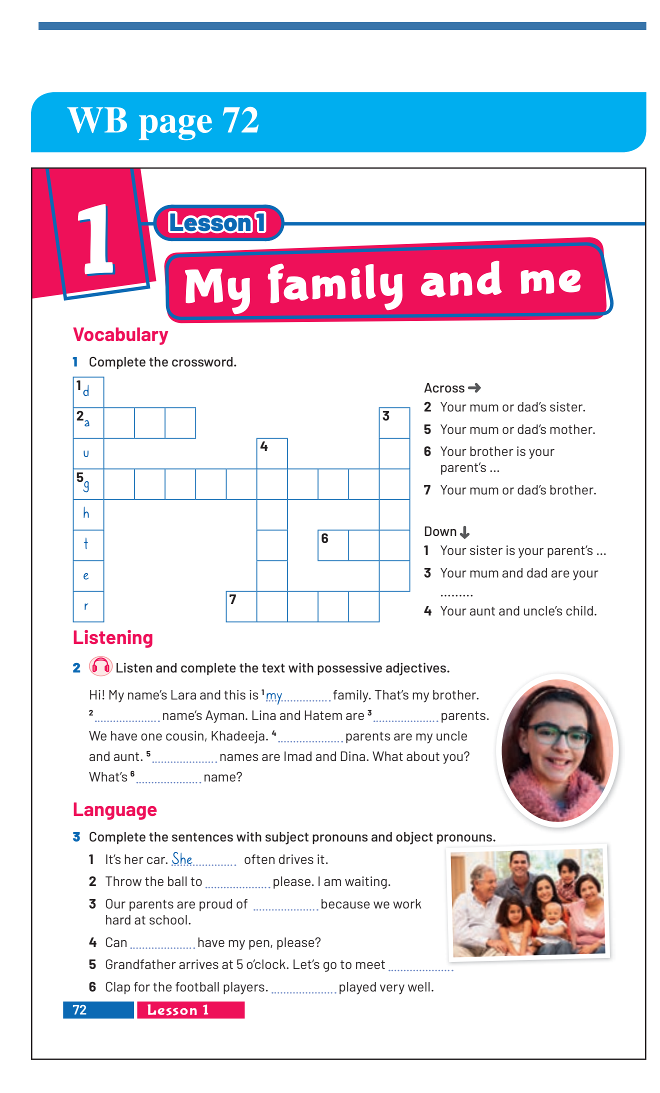
right as a model for their speaking. If necessary, review numbers up to 100 in English so that students can use these to say how old their family members are.

3 Students take it in turns to talk about their families. Give them about five minutes to do this. Monitor students' speaking and provide feedback on their use of vocabulary for family members and possessive adjectives when they've finished.

Answers:

Students' own answers.

WB page 72



1 Lesson 1

My family and me

Vocabulary

1 Complete the crossword.

Across →
2 Your mum or dad's sister.
5 Your mum or dad's mother.
6 Your brother is your parent's ...
7 Your mum or dad's brother.

Down ↓
1 Your sister is your parent's ...
3 Your mum and dad are your ....
4 Your aunt and uncle's child.

Listening

2 Listen and complete the text with possessive adjectives.

Hi! My name's Lara and this is [1] my......... family. That's my brother. [2] .... name's Ayman. Lina and Hatem are [3] .... parents. We have one cousin, Khadeeja. [4] .... parents are my uncle and aunt. [5] .... names are Imad and Dina. What about you? What's [6] .... name?

Language

3 Complete the sentences with subject pronouns and object pronouns.

1 It's her car. She......... often drives it.
2 Throw the ball to .... please. I am waiting.
3 Our parents are proud of .... because we work hard at school.
4 Can .... have my pen, please?
5 Grandfather arrives at 5 o'clock. Let's go to meet ....
6 Clap for the football players. .... played very well.

72 Lesson 1

Vocabulary

1 Complete the crossword.

1 Before students open their Workbooks, ask them to work in groups to say which words for people in the family they remember. Ask groups to say their words.

2 Students complete the crossword in pairs.

3 Check the answers as a whole class.

Answers:

2 aunt	3 parent	4 cousin
5 grandmother	6 son	7 uncle

Listening

2 Listen and complete the text with possessive adjectives.

1 Before students listen to the recording, ask them to read the text and try to work out the missing possessive adjectives.

2 Play the recording and ask students to listen and check the correct possessive adjectives for the gaps.

3 Invite different students to each read out a completed sentence from the text in order.

4 Play the recording again for students to check their answers.



Audioscript

Lara: Hi! My name's Lara and this is my family. That's my brother. His name's Ayman. Lina and Hatem are our parents. We have one cousin, Khadeeja. Her parents are my uncle and aunt. Their names are Imad and Dina. What about you? What's your name?

Answers:

2 His 3 our 4 Her 5 Their 6 your

Language

3 Complete the sentences with subject pronouns and object pronouns.

1 Revise subject and object pronouns with the class, giving examples.

Ask students to look at the example sentence. Guide them to say whether "she" is a subject or object pronoun.

Elicit again that a subject pronoun comes in the place of a subject while object pronouns come in place of an object.

2 Ask students to complete the rest of the exercise. Refer them back to the *Possessive adjectives* language box on page 3 of the Student's Book if necessary.

3 Check answers in class. Invite different students to read out the completed sentences.

Answers:

2 me 3 us 4 I 5 him 6 They

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To identify pictures from a written description

Writing: To complete sentences with possessive adjectives (Workbook)

Listening: To listen and complete a text with possessive adjectives

Speaking:

- To complete a quiz about vocabulary for people in the family
- To use pronouns to talk about the people in your family

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB page 4-5 WB page 73

Outcomes:

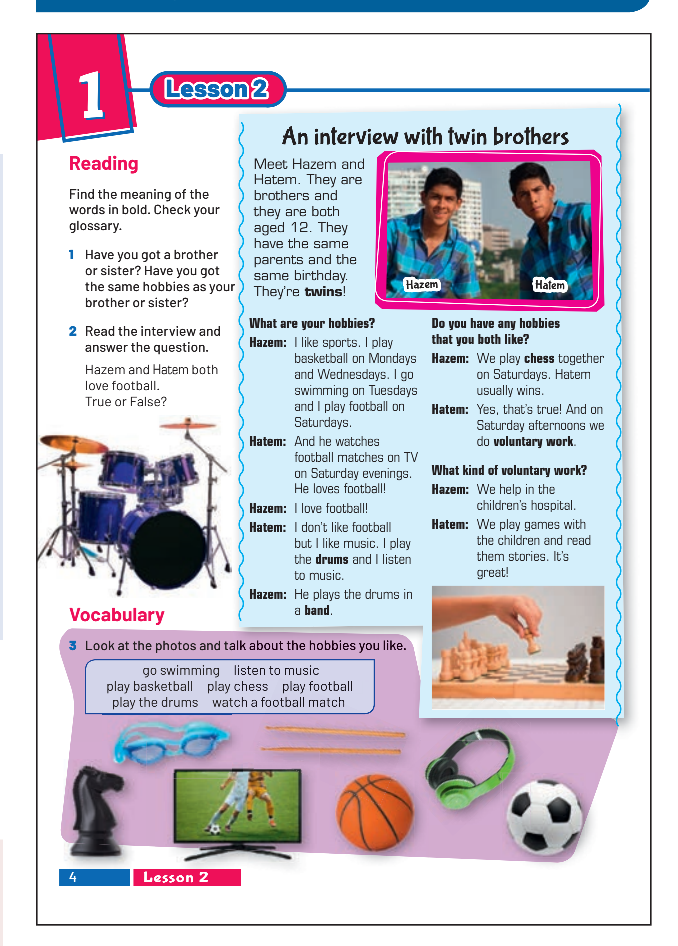
- To read a range of high-frequency words
- To skim grade appropriate text to get the general idea
- Use glossaries to determine or clarify the meaning of words and phrases
- To identify key details in short familiar texts
- To write about likes in different topics (sports and hobbies)
- To complete a table
- To match words connected with hobbies to their meanings
- To complete sentences with verbs for hobbies

Vocabulary: twins, drums, band, chess, voluntary work

Language: To use verb-noun collocations for hobbies

Life Skills: Self-management

SB page 4



1 Lesson 2

Reading

Find the meaning of the words in bold. Check your glossary.

1 Have you got a brother or sister? Have you got the same hobbies as your brother or sister?

2 Read the interview and answer the question.

Hazem and Hatem both love football. True or False?

An interview with twin brothers

Meet Hazem and Hatem. They are brothers and they are both aged 12. They have the same parents and the same birthday. They're **twins**!

Hazem Hatem

What are your hobbies?

Hazem: I like sports. I play basketball on Mondays and Wednesdays. I go swimming on Tuesdays and I play football on Saturdays.

Hatem: And he watches football matches on TV on Saturday evenings. He loves football!

Hazem: I love football!

Hatem: I don't like football but I like music. I play the **drums** and I listen to music.

Hazem: He plays the drums in a **band**.

Do you have any hobbies that you both like?

Hazem: We play **chess** together on Saturdays. Hatem usually wins.

Hatem: Yes, that's true! And on Saturday afternoons we do **voluntary work**.

What kind of voluntary work?

Hazem: We help in the children's hospital.

Hatem: We play games with the children and read them stories. It's great!

Vocabulary

3 Look at the photos and talk about the hobbies you like.

go swimming listen to music
play basketball play chess play football
play the drums watch a football match

4 Lesson 2

Reading

Find the meaning of the words in bold. Check your glossary.

1 Have you got a brother or sister? Have you got the same hobbies as your brother or sister?

1 Ask students to think in pairs whether all people have the same hobbies or not and why. Elicit answers from some student pairs. Make sure they give reasons for their answers.
2 Ask students to read the questions.
3 Model an example response for students, e.g. *I have got one brother and one sister. I haven't got the same hobbies as them.*
4 Ask students to ask and answer the questions in pairs.

Answers:

Students' own answers.

2 Read the interview and answer the question.

1 Direct the students to the photo of Hazem and Hatem and ask what is special or different about these two brothers: they look the same / they are twins. Ask students if they know any twins and if they think Hazem and Hatem have got the same hobbies.

2 Direct students to the photo of the drum kit and elicit: *play the drums*.

3 Ask students to read the statement and question and check the meaning of the word *both*, e.g. Hazem and Hatem both love football (they share this interest).

4 Pre-teach the meaning of words or phrases in bold: *voluntary work* (work you do to help people for no money) and *chess* (a boardgame where two players move pieces around). Refer students to the *Glossary* and the photo of chess on the page to check the meaning if they are unsure.

5 Ask the students to read the text, focusing on finding information about whether Hazem and Hatem both love football. Have students compare their answers in pairs.

Answers:

False, (Hatem doesn't like football).

Vocabulary

3 Look at the photos and talk about the hobbies you like.

1 Ask students to read the collocations for hobbies in the box and look carefully at the photos. Make sure they can identify each hobby shown.

2 Tell students to decide which of the hobbies they enjoy themselves.

3 Model an example response, e.g. *I listen to music. I play basketball.*

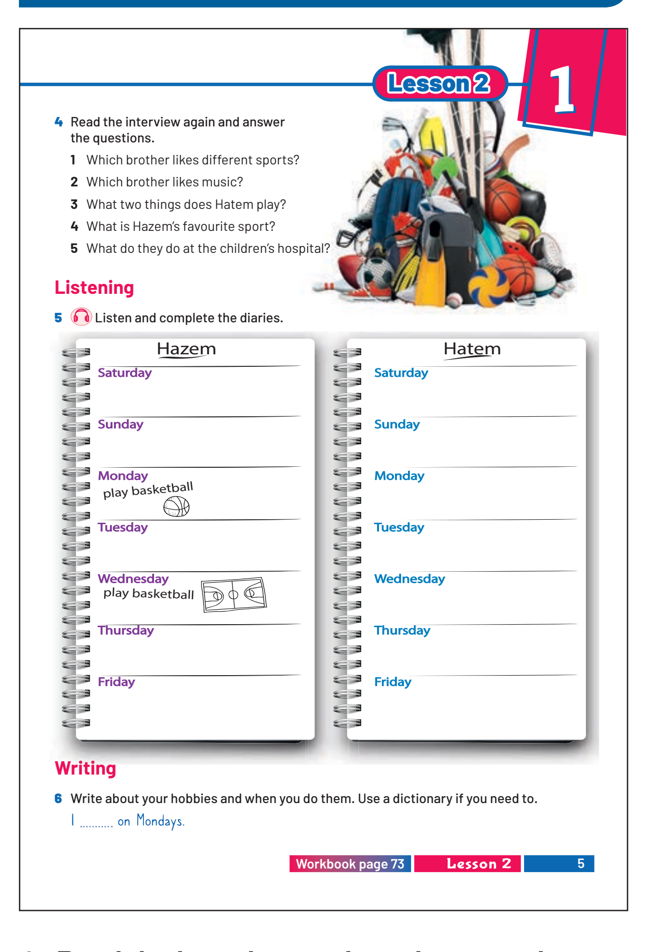
4 Put students into pairs and ask them to tell each other which hobbies they like.

5 You could then extend this exercise by eliciting collocations for other hobbies that learners know.

Answers:

Students' own answers.

SB page 5


Lesson 2 1

4 Read the interview again and answer the questions.
1 Which brother likes different sports?
2 Which brother likes music?
3 What two things does Hatem play?
4 What is Hazem's favourite sport?
5 What do they do at the children's hospital?

Listening

5 Listen and complete the diaries.

Hazem	Hatem
Saturday	Saturday
Sunday	Sunday
Monday play basketball	Monday
Tuesday	Tuesday
Wednesday play basketball	Wednesday
Thursday	Thursday
Friday	Friday

Writing

6 Write about your hobbies and when you do them. Use a dictionary if you need to.
I .... on Mondays.

Workbook page 73 Lesson 2 5

4 Read the interview again and answer the questions.

1 Ask the students to read the questions carefully and predict which part of the text will contain the answers to them, using what they can remember and the sub-headings in the text.

2 Students read the text again and write the answers in their notebooks.

Answers:

1 Hazem

2 Hatem

3 He plays the drums and he plays chess.

4 Football

5 They do voluntary work. They help. They play games with the children and read them stories.

Listening

5 Listen and complete the diaries.

1 Elicit or explain that a diary is a book that people use to write what they do on different days of the week. This is a good opportunity to recap the days of the week to check that students remember them.
2 Before students listen, you could ask them to predict which hobbies the twins do on which days, based on what they can remember.
3 Play the recording (tell students not to read the text while they listen) and ask students to write the other hobbies against the correct days.
4 Ask students to compare answers in pairs. Play the recording again to check answers.
5 Ask students on which day they don't do any hobbies (Friday).



Audioscript

Interviewer: *Can I ask you some more questions?*
Hazem: *Yes, of course.*
Interviewer: *Hazem, when do you play basketball?*
Hazem: *I play basketball on Mondays and Wednesdays.*
Interviewer: *And when do you play football?*
Hazem: *I play football on Saturdays and I watch football matches on the TV on Saturday evenings.*
Interviewer: *When do you go swimming?*
Hazem: *I go swimming on Tuesdays.*
Interviewer: *Wow, you are busy! Hatem, when do you play the drums?*
Hatem: *I play the drums on Mondays at home. And I play the drums in a band on Thursdays.*
Interviewer: *What do you do on Tuesdays and Wednesdays?*
Hatem: *I listen to music. I like pop music.*
Interviewer: *What do you do on Saturdays?*
Hatem: *I help my mother and I do voluntary work with Hazem. And on Sundays I play chess with Hazem or my dad.*
Interviewer: *Thank you both.*
Hazem: *You're welcome.*

Answers:

	Hazem	**Hatem**
Saturdays	play football do voluntary work watch football matches on TV	help his mother do voluntary work
Sundays	play chess	play chess
Mondays	*play basketball*	play drums at home
Tuesdays	go swimming	listen to pop music
Wednesdays	*play basketball*	listen to pop music
Thursdays		play drums in a band

Writing

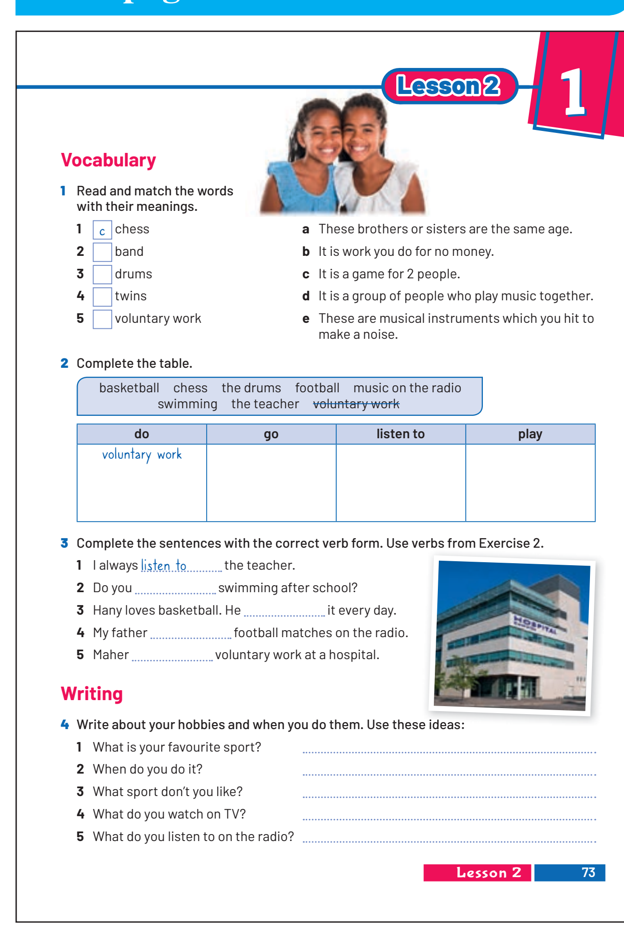
6 Write about your hobbies and when you do them. Use a dictionary if you need to.

1 Draw attention to the model sentence and the fact that we say on *Mondays*, on *Tuesdays*, etc. when we do something on the same day every week.
2 Students write at least five sentences in their notebooks. Remind them to use the correct form of the present simple and encourage them to refer back to the collocations used earlier in the lesson.

Answers:

Students' own answers.

WB page 73


Lesson 2 1

Vocabulary

1 Read and match the words with their meanings.

1 [c] chess
2 [ ] band
3 [ ] drums
4 [ ] twins
5 [ ] voluntary work

a These brothers or sisters are the same age.
b It is work you do for no money.
c It is a game for 2 people.
d It is a group of people who play music together.
e These are musical instruments which you hit to make a noise.

2 Complete the table.

basketball chess the drums football music on the radio swimming the teacher ~~voluntary work~~

do	go	listen to	play
voluntary work			

3 Complete the sentences with the correct verb form. Use verbs from Exercise 2.

1 I always listen to the teacher.
2 Do you .... swimming after school?
3 Hany loves basketball. He .... it every day.
4 My father .... football matches on the radio.
5 Maher .... voluntary work at a hospital.

Writing

4 Write about your hobbies and when you do them. Use these ideas:

1 What is your favourite sport?
2 When do you do it?
3 What sport don't you like?
4 What do you watch on TV?
5 What do you listen to on the radio?

Lesson 2 73

Vocabulary

1 Read and match the words with their meanings.

1 Ask students to say who they think the girls are in the photo and elicit *twins*.

2 Ask students to cover the right-hand column and read the column on the left (items 1–5). Challenge them to say what they think the words mean.

2 Students uncover the right-hand column and complete the exercise. Check the answers as a whole class.

Answers:

2 d 3 e 4 a 5 b

2 Complete the table.

1 Tell the students to read the nouns and noun phrases in the box.

2 Ask students to match the nouns in the box with the verbs that we use them with. If necessary, read through the collocations in Exercise 3 on page 4 of the Student's Book again.

3 Ask students to compare answers in pairs and then invite different students to read out their verb-noun collocations.

Answers:

do	go	listen to	play
voluntary work	swimming	music on the radio the teacher	basketball chess the drums football

3 Complete the sentences with the correct verb form. Use verbs from Exercise 2.

1 Ask students to read the sentences and elicit whether they'll need to add *-s* to the end of the verbs (because the subject is *he* or *she*).

2 Students complete the exercise. Remind them to use the verbs from Exercise 2 only.

3 Check the answers as a whole class.

Answers:

2 go 3 plays 4 listens to 5 does

Writing

4 Write about your hobbies and when you do them. Use these ideas:

1 Guide students to go back to the sentences they wrote in their Student's Book. Ask them to revise these sentences in light of these questions.

2 Ask students to read the questions and think about their answers.

3 Tell students to write their answers in complete sentences using the present simple, and encourage them to use the words in the question to help them write their answers, e.g. *What is your favourite sport? My favourite sport is…*

4 Students complete the exercise individually. Go round and monitor while they are working.

5 Ask students to compare their sentences in pairs.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read an interview with twins

Writing: To write and answer questions about your favourite hobbies

Listening: To listen and complete a diary

Speaking: To talk about hobbies

- Give students time to talk to each other discussing these skills, and ask questions if they want.

LESSON 3 SB page 6-7 WB page 74

Outcomes:

- To form and use the simple verb tenses (present simple)
- To ensure subject-verb and pronoun-antecedent agreement
- To ask and answer questions in order to get information
- To use the present simple correctly
- To listen to conversations about families that are not always together

Video: To understand a video about chess

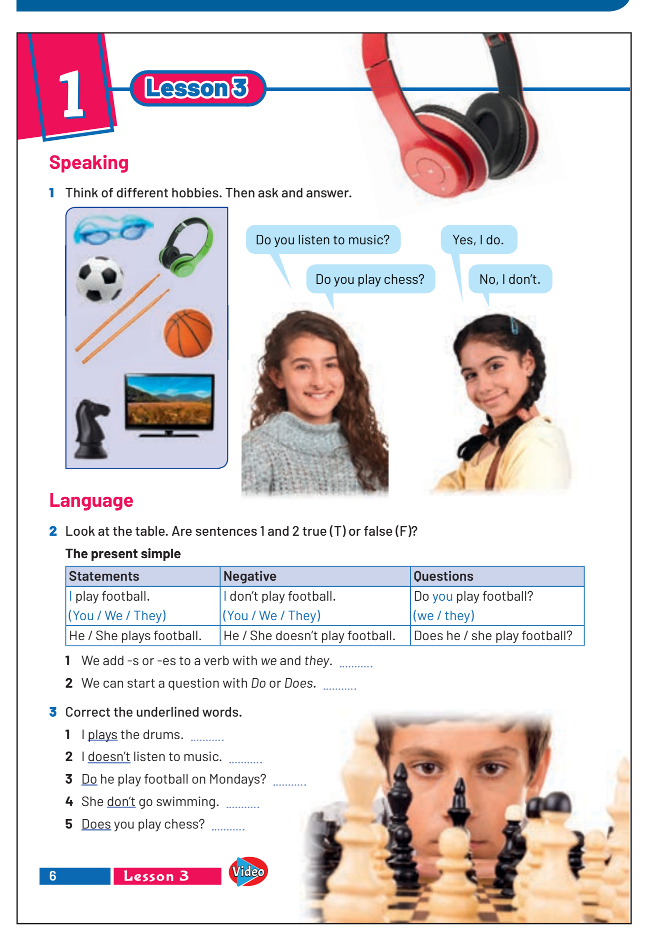
Vocabulary: France, Morocco, Oman, South Africa

Language: To use the present simple (all forms)

Values: Empathy; resilience; self-management

Issues: Awareness of rights and duties; loyalty and belonging; national unity

SB page 6



1 Lesson 3

Speaking

1 Think of different hobbies. Then ask and answer.

Language

2 Look at the table. Are sentences 1 and 2 true (T) or false (F)?

The present simple

Statements	Negative	Questions
I play football. (You / We / They)	I don't play football. (You / We / They)	Do you play football? (we / they)
He / She plays football.	He / She doesn't play football.	Does he / she play football?

1 We add -s or -es to a verb with *we* and *they*. ....

2 We can start a question with *Do* or *Does*. ....

3 Correct the underlined words.

1 I plays the drums. ....

2 I doesn't listen to music. ....

3 Do he play football on Mondays? ....

4 She don't go swimming. ....

5 Does you play chess? ....

6 Lesson 3 Video

Speaking

1 Think of different hobbies. Then ask and answer.

1. Ask students to make a list of around five hobbies in their notebooks. Direct them to the photos in the box on the left-hand side of the page and suggest that these might give them some ideas.
2. Draw students' attention to the conversation in the speech bubbles and model this with a stronger student. Elicit or explain that the question will be *Do you?* + verb, and the short answers are *Yes, I do* or *No, I don't*.
3. Give students a few minutes to ask and answer questions in pairs.

Answers:

Students' own answers.

Language

2 Look at the table. Are sentences 1 and 2 true (T) or false (F)?

1 Draw students' attention to the difference between the verb forms we use after *I*, *you*, *we* and *they*, and those we use after *he*, *she* and *it*.
2 Ask students to study the language box carefully and then decide if the statements 1 and 2 are true or false. They could make their decisions in pairs.
3 Check answers as a whole class and address any misconceptions.

Answers:

1 False (only with he, she or it)
2 True

3 Correct the underlined words.

1 Make sure students understand that they need to correct all the underlined verbs.
2 Tell students to refer back to the table in Exercise 2 to help them choose the correct verb forms, if they need to.
3 Check answers as a class to evaluate students' understanding of how to use the present simple.

Answers:

1 play 2 don't 3 Does 4 doesn't 5 Do

Video

1 Tell students that they are going to watch a video about a popular Egyptian game. Ask them to guess what this popular game is.
2 Play the video so students can check their answers.
3 Ask students to ask and answer the question at the end of the video – *Do you play chess?* – with a partner.
4 Ask them if they know Bassem Amin, or anyone in their family who play chess.

Videoscript

Narrator: *Senet is a very old Egyptian game. You can see it in this picture. It is about 3,000 years old.*

Narrator: *Look at these people at the Pharaonic Village museum in Cairo. They like senet, too.*

Narrator: *Today, people play a game like senet. It's called chess.*

Narrator: *Two people play chess. Each person has got white or black pieces. It is not an easy game. Some people play it for six hours or more!*

Narrator: *Bassem Amin is an Egyptian chess player. He is from Tanta and he is very famous. He is very good at chess.*

Narrator: *Chess is a popular game in Egypt. There are many chess clubs and some children have chess lessons after school. They also play it at home with their parents.*

Narrator: *Do you play chess?*

SB page 7



Lesson 3

1

Listening

4 Listen to Sami and Aya. Which three countries do you hear in the conversations?

Egypt France Morocco Oman South Africa

5 Listen again and answer the questions.

1 Where does Sami's dad work? ....
2 When does Sami play with his dad? ....
3 Where do Aya's grandmother and grandfather live? ....
4 How long does it take to fly there? ....

Values

1 How does Sami feel when his dad is at home?
2 Do you think Aya is sad that she doesn't see her grandparents every day?
3 If you don't see your grandparents every day, how else can you communicate?
4 Do you think the internet can help you communicate with your family? How so?

Workbook page 74 Lesson 3 7

Listening

4 Listen to Sami and Aya. Which three countries do you hear in the conversations?

1 Students are now going to explore the topic of family relationships more deeply by looking at unusual family situations. Underlying this are the issues of loyalty and belonging, and of national unity. The idea is that even, though Sami and Aya's families cannot always be together and are not always in Egypt, they remain loyal and connected to each other, and also loyal to their home country.

2 Tell students that they are going to listen to two conversations about something they can see in the three photos that accompany the exercise. Direct students to the photos and ask them to suggest what they think the conversations will be about, on the basis of what they can see.

3 Ask students to read the names of the countries in the box. Model pronunciation and check students' understanding. Use a map to show where these countries are if necessary.

4 Tell students to listen to the conversations and listen out for these countries. Then they can compare their answers in pairs.



Audioscript

Sami: *My family lives in Cairo, but my dad works in Paris, France. He goes to the airport on Sundays and he catches a plane to Paris. It takes five hours to fly there. And then he catches a plane home to Egypt on Thursday evening. He works very hard.*
On Saturdays we play football in the park and we play chess. I love my dad and I'm happy when he's at home.

Aya: *My grandmother and grandfather live in South Africa. They live next to the beach in Cape Town. They have a beautiful house. We go and visit them, but it's a long way. It takes twelve hours to fly there!*
I talk to them on the phone but they don't have a computer so we can't make a video call. I would like to see them every day but I can't.

Answers:

France, Egypt, South Africa

5 Listen again and answer the questions.

1 Ask students to read the questions carefully and try to predict the answers based on what they can remember from their first listening.

2 Play the recording again and ask students to write their answers in their notebooks.

3 Ask students to compare answers in pairs.

Answers:

1 He works in Paris, France.
2 He plays with him on Saturdays.
3 They live (next to the beach in Cape Town) in South Africa.
4 It takes twelve hours.

Values

1 This *Values* box focuses on helping students develop the values of love for the family and the importance of helping the family. Students do not need to learn or know the word *empathy* at this stage. Instead, you could start by saying that this section focuses on showing that you understand how other people feel. Elicit or explain that doing this with friends and family can make relationships with them stronger.

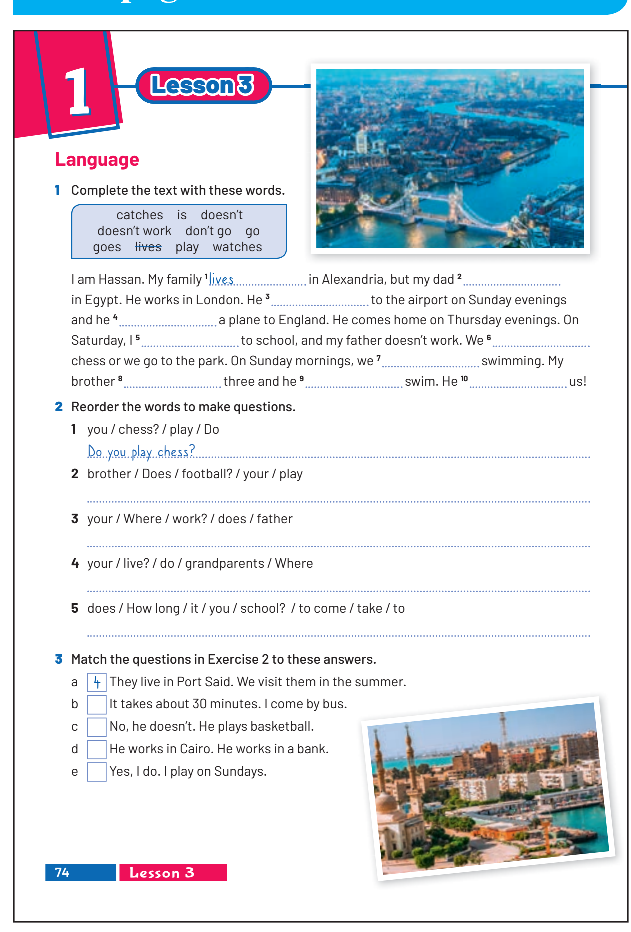
2 Have students read the questions, think carefully about their answers and then make some notes in their notebooks.

3 They can share their responses in pairs or small groups. Make it clear to students that they don't need to share any personal information about themselves or their families if they don't feel comfortable doing that.

Answers:

Students' own answers.

WB page 74



1 Lesson 3

Language

1 Complete the text with these words.

catches is doesn't
doesn't work don't go go
goes ~~lives~~ play watches

I am Hassan. My family [1] *lives* .... in Alexandria, but my dad [2] .... in Egypt. He works in London. He [3] .... to the airport on Sunday evenings and he [4] .... a plane to England. He comes home on Thursday evenings. On Saturday, I [5] .... to school, and my father doesn't work. We [6] .... chess or we go to the park. On Sunday mornings, we [7] .... swimming. My brother [8] .... three and he [9] .... swim. He [10] .... us!

2 Reorder the words to make questions.

1 you / chess? / play / Do
Do you play chess?
2 brother / Does / football? / your / play
....
3 your / Where / work? / does / father
....
4 your / live? / do / grandparents / Where
....
5 does / How long / it / you / school? / to come / take / to
....

3 Match the questions in Exercise 2 to these answers.

a [4] They live in Port Said. We visit them in the summer.
b [ ] It takes about 30 minutes. I come by bus.
c [ ] No, he doesn't. He plays basketball.
d [ ] He works in Cairo. He works in a bank.
e [ ] Yes, I do. I play on Sundays.

74 Lesson 3

Language

1 Complete the text with these words.

1 Draw attention to the photo and elicit that it shows the city of London.

2 Ask students to read the text first and guess the verbs for each gap, based on context. Students then complete the exercise individually.

3 Check answers in classes and have students read out loud sentences from the text in order.

Answers:

2 doesn't work	3 goes	4 catches	5 don't go
6 play	7 go	8 is	9 doesn't
10 watches			

2 Reorder the words to make questions.

1 Ask students to put the words in the correct order to make present simple questions. Mention that they need to start each question with a helping verb (*do, does*) or a question word (*where, how long,* etc). If necessary, read through the language box on page 6 of the Student's Book again.

2 Ask students to study the example question and then complete the exercise, possibly in pairs.

3 Check answers as a class and invite different students to read a question out loud.

Answers:

2 Does your brother play football?
3 Where does your father work?
4 Where do your grandparents live?
5 How long does it take you to come to school?

3 Match the questions in Exercise 2 to these answers.

1 Direct the students to the example answer. Draw attention to the fact that the answer contains the key verb *live* and the corresponding question also contains that verb.

2 Students complete the exercise and then compare their answers in pairs.

3 Elicit that answers **c** and **e** are short answers (to *Do/Does…* questions), while the others are long answers to questions that begin with a question word.

Answers:

b 5 c 2 d 3 e 1

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read and complete a text with the correct form of the verb (Workbook)

Writing:

- To complete a text with present simple verb forms
- To write questions in the present simple (Workbook)

Listening: To listen to a conversation for specific information

Speaking:

- To ask and answer questions hobbies
- To discuss the importance of the family

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 4 SB page 8 WB page 75

Outcomes:

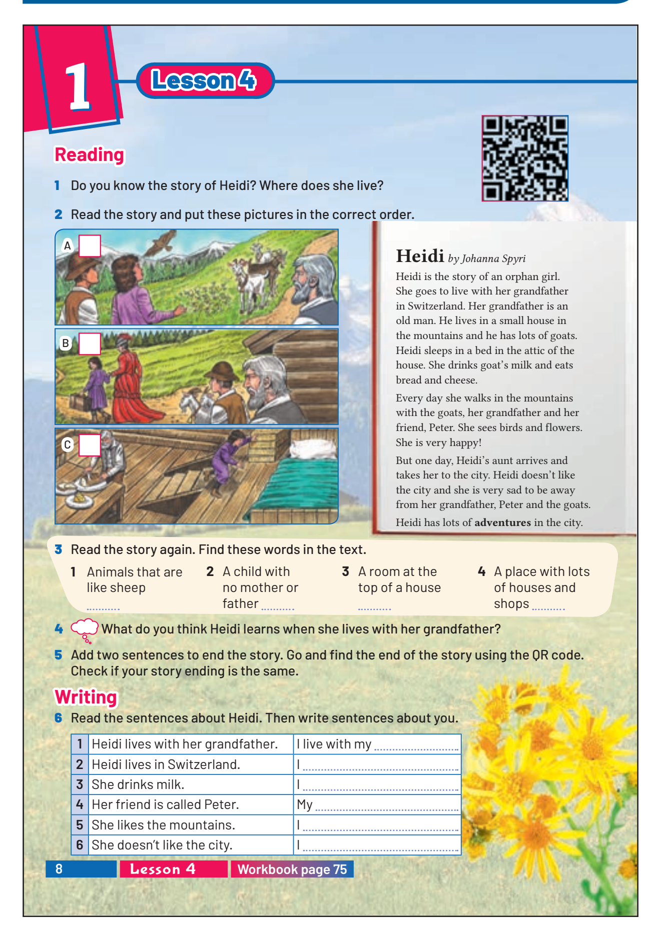
- To use context to confirm or self-correct word recognition and understanding
- To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases
- To read a simple short story and express a basic opinion about characters or plot
- To categorise vocabulary for things in a city and in the mountains

Vocabulary: adventures, attic, city, goat, orphan

Language: The present simple

Values: Resilience; self-management

SB page 8


1 Lesson 4

Reading

1 Do you know the story of Heidi? Where does she live?

2 Read the story and put these pictures in the correct order.

A ☐ B ☐ C ☐

Heidi *by Johanna Spyri*

Heidi is the story of an orphan girl. She goes to live with her grandfather in Switzerland. Her grandfather is an old man. He lives in a small house in the mountains and he has lots of goats. Heidi sleeps in a bed in the attic of the house. She drinks goat's milk and eats bread and cheese.

Every day she walks in the mountains with the goats, her grandfather and her friend, Peter. She sees birds and flowers. She is very happy!

But one day, Heidi's aunt arrives and takes her to the city. Heidi doesn't like the city and she is very sad to be away from her grandfather, Peter and the goats.

Heidi has lots of **adventures** in the city.

3 Read the story again. Find these words in the text.

1 Animals that are like sheep ....
2 A child with no mother or father ....
3 A room at the top of a house ....
4 A place with lots of houses and shops ....

4 What do you think Heidi learns when she lives with her grandfather?

5 Add two sentences to end the story. Go and find the end of the story using the QR code. Check if your story ending is the same.

Writing

6 Read the sentences about Heidi. Then write sentences about you.

1	Heidi lives with her grandfather.	I live with my ....
2	Heidi lives in Switzerland.	I ....
3	She drinks milk.	I ....
4	Her friend is called Peter.	My ....
5	She likes the mountains.	I ....
6	She doesn't like the city.	I ....

8 Lesson 4 Workbook page 75

Reading

Background

Tell students that *Heidi* is a novel written by a Swiss author called Johanna Spyri. It was first published in German in 1881. Since then, the book has been translated into many other languages and several film versions of the book have been made. In Europe and North America, *Heidi* is seen as a classic story for children or young people to read and it is often read in schools.

1 Do you know the story of Heidi? Where does she live?

1. Ask students to read and answer the questions in pairs. If students are not familiar with the story of *Heidi*, ask them to look at the pictures (without reading the text) and guess where Heidi lives, i.e. what type of place (the mountains) and what country (Switzerland).
2. Ask them what sort of a story they think it is and teach them the word *adventure*.

Answers:

Students' own answers

2 Read the story and put these pictures in the correct order.

1. Do not pre-teach any other items of vocabulary likely to be new for students at this stage because they will be asked to deduce their meanings in Exercise 3.
2. Ask students to identify the order of the main events mentioned in the summary.
3. Ask students to compare their answers in pairs.

Answers:

1 C 2 A 3 B

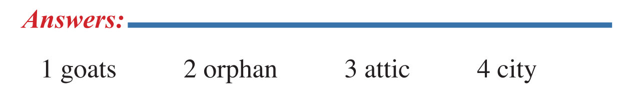
3 Read the story again. Find these words in the text.

1. Ask students to read the four definitions. Suggest that they look for the key words in the definitions (e.g. *animals*, *sheep*) and then look for a section of the summary that seems likely to contain information related to them.
2. If students are unable to deduce the correct

words using the text, allow them to look up unknown words from the summary in a dictionary.

3 When students have completed the exercise, check that they can pronounce the four words correctly by modelling and drilling them. Refer students to the *Glossary* to check the meanings if necessary.

Answers:



1 goats   2 orphan   3 attic   4 city

4 What do you think Heidi learns when she lives with her grandfather?

1 Explain that the *Critical thinking* icon tells students that in this exercise they will analyse information they have been given to decide what they think in answer to a question.

2 Ask students to quickly re-read the summary of *Heidi* in Exercise 2 and look for information that could tell them what Heidi learns when she lives with her grandfather.

3 Tell students to then think about what they have learned from re-reading the summary and what it tells them, and make notes on their answers to the question.

4 Ask students to share their ideas in pairs. Then conduct whole-class feedback.

Suggested answers:

She learns about animals and nature. She also learns self-management and to be resilient.

5 Add two sentences to end the story. Go and find the end of the story using the QR code. Check if your story ending is the same.

1 Ask students to add two sentences of their own to the story.

2 Now draw the students' attention to yourself as you use your smart phone to scan the QR code on the top-right of page 8 in the Student's Book.

3 When the code is scanned and starts loading the page, hold your phone high and face the class to show the students.

4 Read out loud how the story ends. Repeat to make sure all the class has listened and understands.

5 Choose a confident student to demonstrate what he or she wrote.

Writing

6 Read the sentences about Heidi. Then write sentences about you.

1 Elicit or explain that the verb forms in the left-hand column are those we use after *he*, *she* or *it* and students will, therefore, need to adjust them when they write their sentences (except item 4).

2 Ask students to complete the sentences about themselves, referring back to the language box on page 6 of the Student's Book, if necessary.

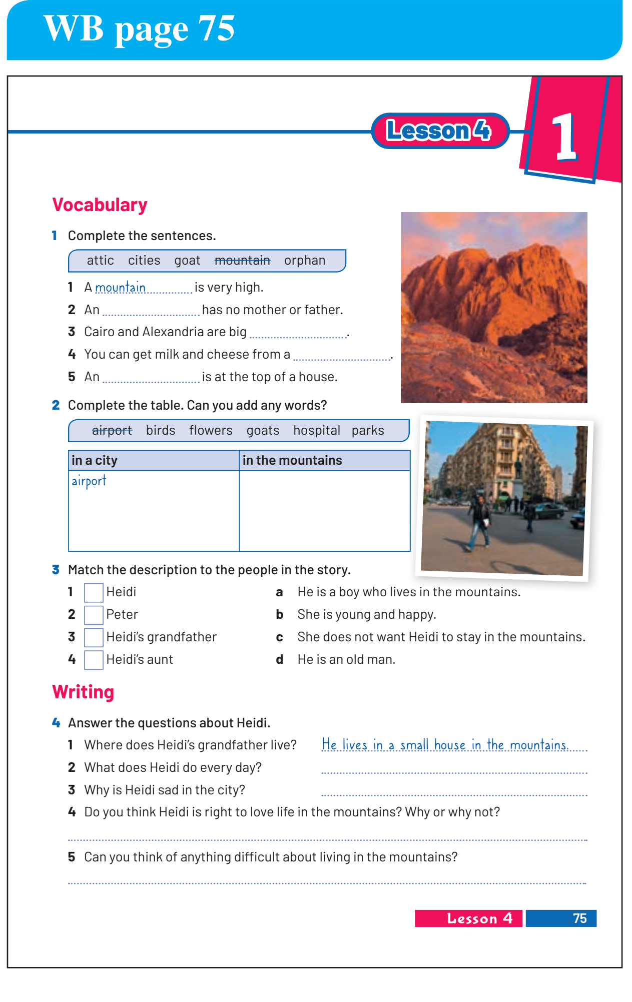
3 When they have finished writing their sentences, students could read them aloud to a partner, or in small groups, and give each other feedback on their use of the present simple.

Answers:



Students' own answers

WB page 75



Lesson 4 1

Vocabulary

1 Complete the sentences.

attic cities goat ~~mountain~~ orphan

1 A mountain is very high.
2 An .... has no mother or father.
3 Cairo and Alexandria are big ....
4 You can get milk and cheese from a ....
5 An .... is at the top of a house.

2 Complete the table. Can you add any words?

~~airport~~ birds flowers goats hospital parks

in a city	in the mountains
airport	

3 Match the description to the people in the story.

1 ☐ Heidi   a He is a boy who lives in the mountains.
2 ☐ Peter   b She is young and happy.
3 ☐ Heidi's grandfather   c She does not want Heidi to stay in the mountains.
4 ☐ Heidi's aunt   d He is an old man.

Writing

4 Answer the questions about Heidi.

1 Where does Heidi's grandfather live? He lives in a small house in the mountains.
2 What does Heidi do every day? ....
3 Why is Heidi sad in the city? ....
4 Do you think Heidi is right to love life in the mountains? Why or why not? ....
5 Can you think of anything difficult about living in the mountains? ....

Lesson 4 75

Vocabulary

1 Complete the sentences.

1 Before students open their books, you could ask them to say or write down five words they

learned in this lesson.

2 Ask the students to open their Workbooks and look at the words in the box in Exercise 1. Elicit meaning and pronunciation. Are these the same words they wrote?

3 Students complete the exercise in pairs. Check answers as a whole class.

Answers:

2 orphan 3 cities 4 goat 5 attic

2 Complete the table. Can you add any words?

1 Direct the students to the photo that accompanies this exercise and ask them whether it shows a city or mountains (a city).

2 Ask students to look at the words in the box and elicit meaning and pronunciation.

3 Students then categorise the words by writing them in the table.

4 Ask students to compare answers in pairs. They can then add any other words they know for each category with their partner.

5 Check answers in class.

Answers:

in a city	in the mountains
airport hospital parks	birds flowers goats

3 Match the description to the people in the story.

1 Read the instruction with the class. Advise students that they may refer to the text on page 8 of the Student's Book if they need to.

2 Students compare their answers in pairs.

3 Check answers as a class.

Answers:

1 b 2 a 3 d 4 c

Writing

4 Answer the questions about Heidi.

1 Draw attention to the example sentence and elicit that students will need to use the *he/she/it* form of the verb in sentences 1–4, which means adding *-s* to the verb.

2 Students then complete the exercise in pairs, writing complete sentences with the correct verb forms for the present simple. They should refer back to the text on page 8 of the Student's Book if necessary.

3 Invite different students to read out their sentences.

Answers:

2 She walks in the mountains.

3 She doesn't like the city and is sad to be away from her grandfather, Peter and the goats.

4 Students' own answers.

5 Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read a summary of the novel *Heidi*

Writing:

- To write sentences about your life
- To complete sentences with vocabulary from the lesson (Workbook)
- To answer questions about Heidi (Workbook)
- To answer questions about your best friend (Workbook)

Speaking: To discuss an aspect of the story

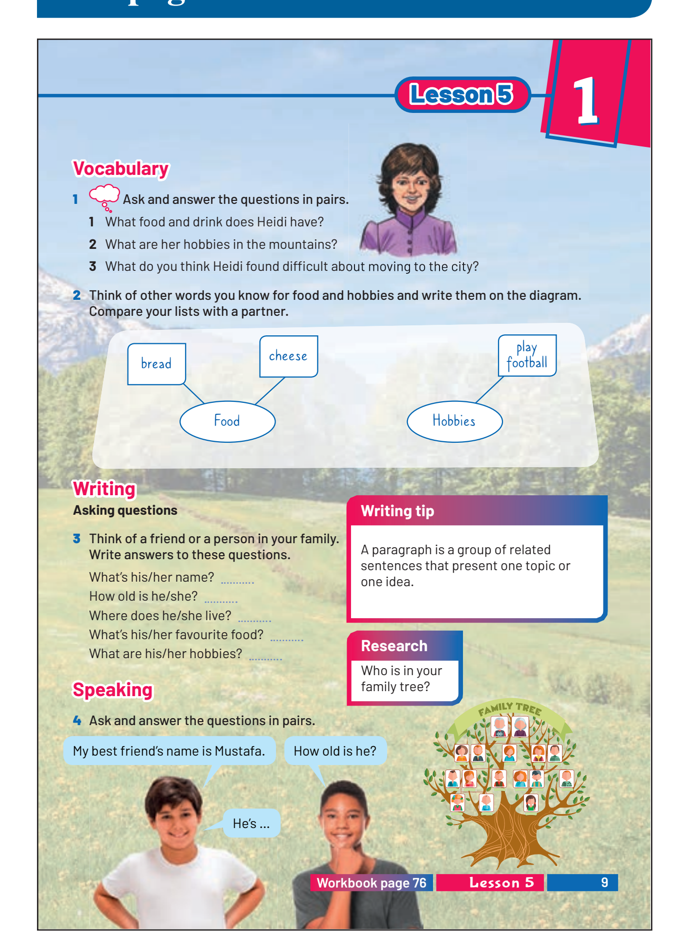
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 5 SB page 9 WB page 76

Outcomes:

- To read a range of high-frequency words and CVC words
- To use glossaries and beginner's dictionaries to determine the meaning of words
- To read a simple short story and express a basic opinion about characters or the plot
- To determine the central message, lesson or moral of stories from diverse cultures
- To describe settings and major events in a story
- To gather information from provided sources to answer a question
- To form and use the simple verb tenses (present simple)
- To research your family tree
- To write sentences about your cousin

SB page 9



Lesson 5 1

Vocabulary

1 Ask and answer the questions in pairs.
1 What food and drink does Heidi have?
2 What are her hobbies in the mountains?
3 What do you think Heidi found difficult about moving to the city?

2 Think of other words you know for food and hobbies and write them on the diagram. Compare your lists with a partner.

bread, cheese, Food, play football, Hobbies

Writing

Asking questions

3 Think of a friend or a person in your family. Write answers to these questions.
What's his/her name? ....
How old is he/she? ....
Where does he/she live? ....
What's his/her favourite food? ....
What are his/her hobbies? ....

Writing tip

A paragraph is a group of related sentences that present one topic or one idea.

Research

Who is in your family tree?

Speaking

4 Ask and answer the questions in pairs.

My best friend's name is Mustafa.
How old is he?
He's ...

FAMILY TREE

Workbook page 76 Lesson 5 9

Vocabulary

1 Ask and answer the questions in pairs.

1 Refer students back to the summary of *Heidi* on page 8 to find the answers to the questions. Students can read this again if necessary, or you could see how much they can remember.

2 Question 3 requires students to use their critical thinking skills to speculate about what Heidi might have found difficult about moving to the city, from the information they have been given about Heidi. Encourage students to consider the contrast between life in the mountains and life in the city and the pros and cons of each.

3 You could ask students to take turns asking and answering the questions in pairs to give them more practice with present simple questions.

4 Check answers in class.

Answers:

1 She has goat's milk, bread and cheese.

2 She walks in the mountains with the goats, her grandfather and her best friend, Peter.

3 Suggested answers: There are a lot of people. It is noisy.

2 Think of other words you know for food and hobbies and write them on the diagram. Compare your lists with a partner.

1 Ask students to study the diagram and then draw their own diagram in their notebooks.

2 Students write more words that they know in their diagrams, thinking back to vocabulary for food and hobbies that they have learned in this unit. Refer students to the *Glossary* or a dictionary to help them.

3 Ask students to compare their words in pairs.

4 Conduct whole-class feedback on the words students have written in their diagrams and check their pronunciation. Model and drill words if necessary.

Answers:

Students' own answers

Writing

3 Think of a friend or a person in your family. Write answers to these questions.

1 Have students choose a friend or person in their family and make notes on their answers to the questions.

2 If, for some reason, students do not feel comfortable sharing information about a real friend or family member, they can make up the information instead.

3 Guide students to look at the *Writing tip* box on the right-hand side of the page. Ask them to read it and say their comments. Discuss with the class what this tip might mean and what can change in their paragraphs because of it.

4 Students write their answers in their notebooks in the form of a paragraph. Invite volunteers to share their answers.

Answers:

Students' own answers

Research

1 Ask students to look at the question in the *Research* box and the picture of the family tree.

2 Elicit or explain that a family tree is something you draw to show all the people in your family and how they are connected to you.

3 Students could then either briefly tell a partner who is in their family, e.g. *I have a mum, a dad, two brothers, one sister, a grandfather and a grandmother…*, or if time allows, they could draw a family tree which goes back to their grandparents' generation in their notebooks and then describe it to a partner, e.g. *This is my mum. This is my sister Leila…*, etc.

Answers:

Students' own answers

Speaking

4 Ask and answer the questions in pairs.

1 Put students into pairs. Ask each student to choose a member of their family or friend to answer questions about.

2 In pairs, students then take turns to ask the questions from Exercise 3 and answer them with information about their chosen family member or friend. Direct them to the exchange in the speech bubbles, ask them to read it and use it as a model for their conversations. Tell students to answer the questions in complete sentences, as in the example exchange.

3 Monitor students' conversations and give them feedback on how clearly they asked and answered the questions and on the accuracy of their answers.

Answers:

Students' own answers

WB page 76

1 Lesson 5

This is a photo of my cousin.
What's his name?

Speaking

1 Match to make questions.

1 [c] What's — a favourite food?
2 [ ] How old — b his hobbies?
3 [ ] Where does — c his name?
4 [ ] What's his — d is he?
5 [ ] What are — e he live?

2 Now complete the dialogue with the questions from Exercise 1.

Dalida: This is a photo of my cousin.
Reem: 1 What's his name?
Dalida: It's Fares.
Reem: 2 ……
Dalida: He's 14.
Reem: 3 ……
Dalida: He lives in Giza.
Reem: 4 ……
Dalida: He loves fish with rice.
Reem: 5 ……
Dalida: He likes basketball.

Writing

3 Now write about your best friend or a person in your family. Use ideas from Exercise 3 in your Student's Book.

……

76 Lesson 5

Speaking

1 Match to make questions.

1 Before students open their Workbooks, you could ask them to say or write down any present simple questions about another person that they remember.

2 Have students open their Workbooks and look at the question halves.

3 Students complete the matching exercise.

4 Check answers in class. Invite students to read out the completed questions.

Answers:

2 d 3 e 4 a 5 b

2 Now complete the dialogue with the questions from Exercise 1.

1 Direct students' attention to the picture and the conversation in speech bubbles. Recap the meaning of the word *cousin*, referring students to the *Glossary* if necessary.
2 Tell students to focus on the answer to each question as they are completing this exercise, and use these to decide what the question should be.
3 Students complete the exercise, individually or in pairs.
4 Invite two students to read out the completed dialogue so that everyone can check their answers.

Answers:

2 How old is he?
3 Where does he live?
4 What's his favourite food?
5 What are his hobbies?

Writing

3 Now write about your best friend or a person in your family. Use ideas from Exercise 3 in your Student's Book.

1 Read the instruction and tell students that if they do not have any cousins, they could write about a brother, sister or friend instead.
2 Tell students to use the answers to the questions in Exercise 2 as a model for their writing, but to avoid copying them directly. Guide them to read the *Writing tip* on Student's Book page 9 again and review their paragraphs accordingly.
3 Students complete the exercise individually. Go round and monitor while they are working.
4 Ask students to compare their sentences in pairs.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing:

- To write answers to questions about a family member
- To complete a dialogue with questions in the present simple (Workbook)
- To answer questions to write about your cousins (Workbook)

Speaking:

- To ask and answer questions about *Heidi*
- To ask and answer questions about a friend
- To read a dialogue (Workbook)

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 10 WB page 77

Outcomes:

- To skim grade-appropriate text to get the general idea
- To use glossaries and beginner's dictionaries to determine the meaning of words and phrases
- To identify key details in short familiar texts
- To write a short informative text
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- To capitalize appropriate words in titles

Vocabulary: busy, gymnast, gymnastics, train

Life Skills: Resilience

Values: Self-esteem – having and achieving a dream

SB page 10



1 Lesson 6

Reading

1 Read about Habiba Marzouk. Which sport makes her happy?

Habiba Marzouk achieves her dreams

Habiba Marzouk is a **gymnast**. She is 18 and lives in Cairo with her family.

Habiba has a very **busy** life. She goes to school and she studies hard. In the evenings, she **trains** for five or six hours. She is a top gymnast in Africa and she wants to go to the Olympics.

Habiba's family always helps her. She eats healthy food so that she can stay strong. **Gymnastics** is a difficult sport but it makes her happy.

2 Read again and correct the underlined words.

1 Habiba is a teacher. gymnast
2 His family lives in Cairo. ....
3 She eats for five or six hours. ....
4 Gymnastics is an easy sport. ....

Did you know?
Athletes work hard to balance their school studies or work, their sport and their friends and family.

Did you know?
Some words that end in *ics* are singular nouns:
physics
mathematics
gymnastics
athletics

Writing

3 Write a description of someone in your family.

Write about these things:
- Name
- Age
- Where he/she lives
- Favourite food
- Hobbies

Writing tip
Punctuation marks:
Start each sentence with a capital letter.
Use capital letters for: names, cities, days of the week, etc.
End your sentence with a (.), (!) or (?).

10 Lesson 6 Workbook page 77

Reading

1 Read about Habiba Marzouk. Which sport makes her happy?

1. The content of the text in this lesson is designed to transmit the importance of self-esteem to students. It aims to show them that self-esteem can help you to find the right dream and work towards achieving it.
2. Direct students to the photo of Habiba first and ask them to guess which sport she does before they read the text about her.
3. Students read the text for gist in order to identify the sport Habiba does.
4. Ask students to compare their sentences in pairs. If they need help with understanding *gymnastics,* refer students to the image behind the text.

Answers:

Gymnastics

2 Read again and correct the underlined words.

1. Ask students to read the sentences. Make sure students are aware that all of the underlined words in the sentences are incorrect and that they will, therefore, all need to be changed.
2. Students read the text about Habiba again, this time looking for specific information. Tell them to look for the words or phrases in the rest of the sentence, e.g. *five or six hours*, to help them correct the underlined words. They can use the glossary at the back of the book or a dictionary to check the meaning of the new words in bold.
3. Ask students to compare their answers in pairs.

Answers:

2 Her 3 trains 4 a difficult

Did you know?

1. Ask students to read the *Did you know?* box. Its aim is to highlight the fact that athletes like Habiba are examples of people who show resilience, which students can aspire to.
2. You could ask students about which things they must balance in their lives, e.g. school studies, friends, family, hobbies. Discuss how difficult they find this, and if they would like to become more resilient, like Habiba.

Did you know?

1. Ask students to read the second *Did you know?* box.
2. As a class, work together to make some example sentences using these words, for example, *Mathematics is my favourite subject at school. Gymnastics is a difficult sport.*

Writing

Writing tip

- Direct students to the *Writing tip* box and ask them to read it. Ask students to think for a minute about how often they think about these punctuation marks as they write their paragraphs.

3 Write a description of someone in your family.

1 If it is not possible for students to write about someone in their family, they could choose a friend or anyone else they know well instead.

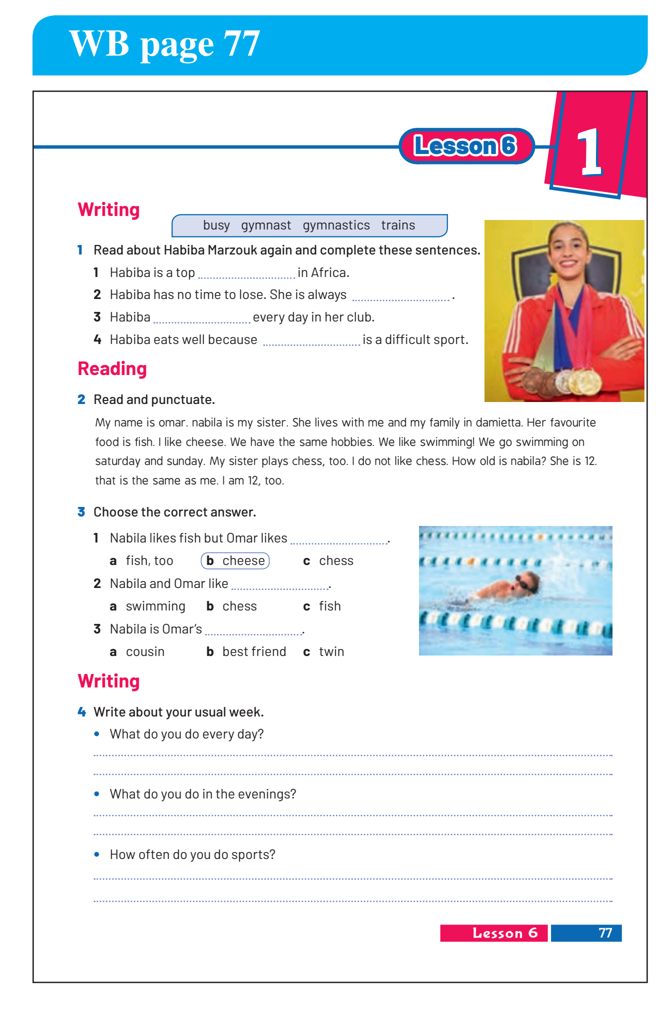
2 Tell students to include all five points in the list in their descriptions and remember to use the present simple with *he*/*she* correctly.

3 Give students about ten minutes to plan and write their texts. Ask them to review their work in light of the *Writing tip*.

Answers:

Students' own answers

WB page 77



Lesson 6 1

Writing

busy gymnast gymnastics trains

1 Read about Habiba Marzouk again and complete these sentences.

1 Habiba is a top .... in Africa.

2 Habiba has no time to lose. She is always ....

3 Habiba .... every day in her club.

4 Habiba eats well because .... is a difficult sport.

Reading

2 Read and punctuate.

My name is omar. nabila is my sister. She lives with me and my family in damietta. Her favourite food is fish. I like cheese. We have the same hobbies. We like swimming! We go swimming on saturday and sunday. My sister plays chess, too. I do not like chess. How old is nabila? She is 12. that is the same as me. I am 12, too.

3 Choose the correct answer.

1 Nabila likes fish but Omar likes ....
a fish, too b cheese c chess

2 Nabila and Omar like ....
a swimming b chess c fish

3 Nabila is Omar's ....
a cousin b best friend c twin

Writing

4 Write about your usual week.

- What do you do every day?
- What do you do in the evenings?
- How often do you do sports?

Lesson 6 77

Writing

1 Read about Habiba Marzouk again and complete these sentences.

Answers:

1 gymnast 2 busy 3 trains
4 gymnastics

Reading

2 Read and punctuate

1 Direct students' attention to the *Writing Tip* on page 10 of the Student's Book and explain again that we need to use capital letters for the first word of a sentence, for names and for titles. Then elicit that we also need to use capital letters for town, city or country names. Explain that they also need to think of the punctuation marks they add at the end of a sentence.

Answers:

My name is Omar. Nabila is my sister. She lives with me and my family in Damietta. Her favorite food is fish. I like cheese. We have the same hobbies. We like swimming! We go swimming on Saturday and Sunday. My sister plays chess, too. I do not like chess. How old is Nabila? She is 12. That is the same as me. I am 12, too.

3 Choose the correct answer.

1 Tell students that they are going to re-read a text about a boy in which he talks about his family, favourite foods and hobbies.

2 Ask students to read the text and then choose the correct answers to complete the sentences.

3 Ask students to compare answers in pairs and then check answers in class.

Answers:

2 a 3 c

Writing

4 Write about your usual week.

1 Before students start writing, remind them of the *Writing tip* on page 10 of the Student's Book, and how to use capital letters for names, places and titles.

2 Tell students to make some notes for each of the points in this exercise and then ask them to write

them up as complete sentences. If students do not feel comfortable with writing about a person in their family, they could write about a friend instead.

3 Remind students to check that they are using the present simple correctly in their writing.

4 Students complete the exercise individually. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working.

5 Ask students to compare their texts in pairs.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To understand a text about the life of a gymnast
- To correct information about a text
- To read a short explanatory text
- To understand a text about a boy

Writing:

- To write a simple description
- To punctuate sentences correctly
- To write about a person in your family

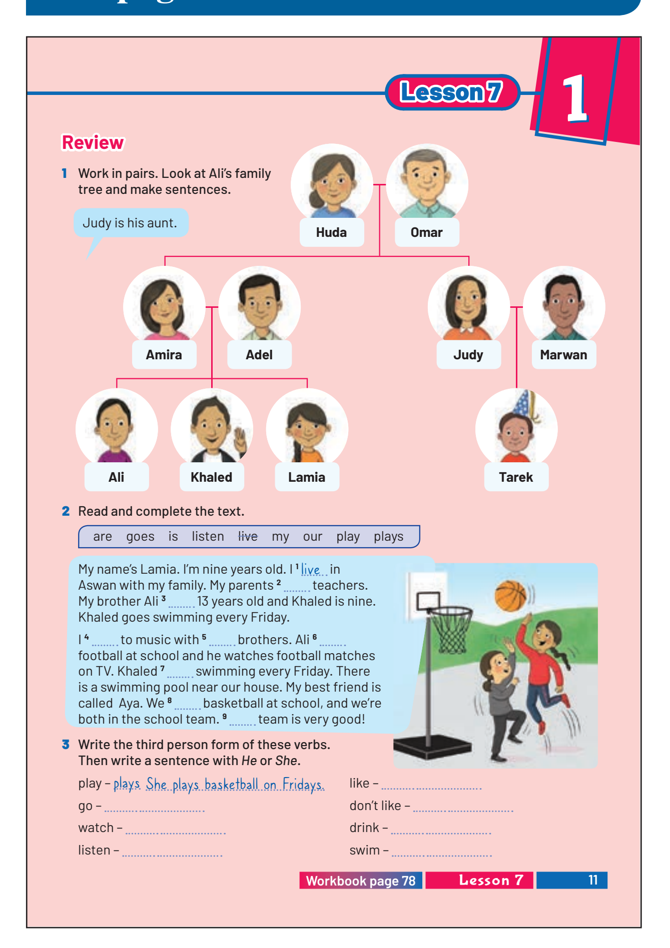
- Give students time to talk to each other discussing these skills, and ask questions if they want.

LESSON 7 SB page 11 WB page 78

Outcomes:

- To review and practise the vocabulary and structures of the unit
- To write present simple sentences with he/she

SB page 11


Lesson 7 1

Review

1 Work in pairs. Look at Ali's family tree and make sentences.

2 Read and complete the text.

are goes is listen ~~live~~ my our play plays

My name's Lamia. I'm nine years old. I [1] live in Aswan with my family. My parents [2] .... teachers. My brother Ali [3] .... 13 years old and Khaled is nine. Khaled goes swimming every Friday.

I [4] .... to music with [5] .... brothers. Ali [6] .... football at school and he watches football matches on TV. Khaled [7] .... swimming every Friday. There is a swimming pool near our house. My best friend is called Aya. We [8] .... basketball at school, and we're both in the school team. [9] .... team is very good!

3 Write the third person form of these verbs. Then write a sentence with *He* or *She*.

play – plays She plays basketball on Fridays.
go – ....
watch – ....
listen – ....
like – ....
don't like – ....
drink – ....
swim – ....

Workbook page 78 Lesson 7 11

Review

1 Work in pairs. Look at Ali's family tree and make sentences.

1 Ask students to study the family tree carefully and then take it in turns to say sentences about the people with a partner.

2 Weaker students may need a little time to prepare sentences about the people before they start speaking.

Suggested answers:

Khaled is his brother.
Lamia is his sister.
Amira is his mother.
Adel is his father.
Huda is his grandmother.
Omar is his grandfather.
Judy is his aunt.
Marwan is his uncle.
Tarek is his cousin.

2 Read and complete the text.

1 Before they start, remind students that they will need to use a possessive adjective if the gap comes before a noun, and to notice whether the verb form follows *I/you/we/they* or *he/she/it*.

2 Ask students to write the missing words in their notebooks.

Answers:

2 are	3 is	4 listen	5 my
6 plays	7 goes	8 play	9 Our

3 Write the third person form of these verbs. Then write a sentence with He or She.

1 Draw attention to the fact that some of the verbs will have *-s* endings (e.g. *plays*), but others may need an *-es* ending (e.g. *watches*).

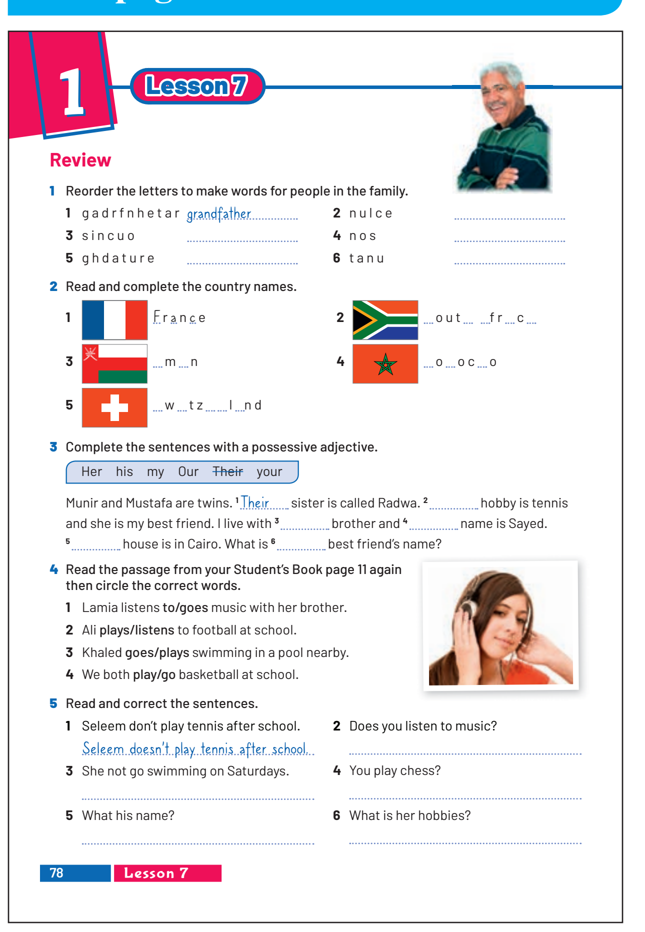
2 After writing the third person singular form of the verbs, students write short present simple sentences to consolidate their understanding of how to use this form.

3 Ask students to compare their sentences in pairs.

Answers:

goes watches listens likes doesn't like drinks swims

WB page 78



1 Lesson 7

Review

1 Reorder the letters to make words for people in the family.

1 g a d r f n h e t a r grandfather 2 n u l c e ....
3 s i n c u o .... 4 n o s ....
5 g h d a t u r e .... 6 t a n u ....

2 Read and complete the country names.

1 France
2 ... o u t ... ... f r ... c ...
3 ... m ... n
4 ... o ... o c ... o
5 ... w ... t z ... ... l ... n d

3 Complete the sentences with a possessive adjective.

Her his my Our ~~Their~~ your

Munir and Mustafa are twins. [1] Their sister is called Radwa. [2] .... hobby is tennis and she is my best friend. I live with [3] .... brother and [4] .... name is Sayed. [5] .... house is in Cairo. What is [6] .... best friend's name?

4 Read the passage from your Student's Book page 11 again then circle the correct words.

1 Lamia listens **to/goes** music with her brother.
2 Ali **plays/listens** to football at school.
3 Khaled **goes/plays** swimming in a pool nearby.
4 We both **play/go** basketball at school.

5 Read and correct the sentences.

1 Seleem don't play tennis after school.
Seleem doesn't play tennis after school.
2 Does you listen to music?
....
3 She not go swimming on Saturdays.
....
4 You play chess?
....
5 What his name?
....
6 What is her hobbies?
....

78 Lesson 7

Review

1 Reorder the letters to make words for people in the family.

1 Students complete this exercise individually.

2 They could write a list of all the words they know for people in the family and use this to help them reorder the letters.

3 Check answers in class. Invite different students to say the words out loud.

Answers:

2 uncle 3 cousin 4 son 5 daughter 6 aunt

2 Read and complete the country names.

1 Tell students to use the flags and the given letters to identify the countries. You could add that these are all countries that they have seen in this unit.

2 Draw attention to the fact they need to use a capital letter for the first letter of the name of a country.

3 Students then complete the exercise.
4 Ask students to compare answers in pairs and check that their partner has used capital letters correctly.

Answers:

2 South Africa 3 Oman 4 Morocco 5 Switzerland

3 Complete the sentences with a possessive adjective.

1 Elicit the possessive adjective form of each pronoun, e.g. *I* = *my*, etc. If necessary, read through the *Possessive adjectives* box on page 3 of the Student's Book again.
2 Ask students to read the possessive adjectives in the box. Elicit or tell students that the adjectives that start with capital letters will come at the start of a sentence.
3 Students then complete the exercise.
4 Ask students to compare their answers in pairs.

Answers:

2 Her 3 my 4 his 5 Our 6 your

4 Read the passage from your Student's Book page 11 again then circle the correct words.

1 Draw attention to the fact that in this exercise students are going to review the verb-noun collocations for hobbies that they have learned.
2 Students complete the exercise.
3 Check answers in class and invite different students to read a completed sentence.

Answers:

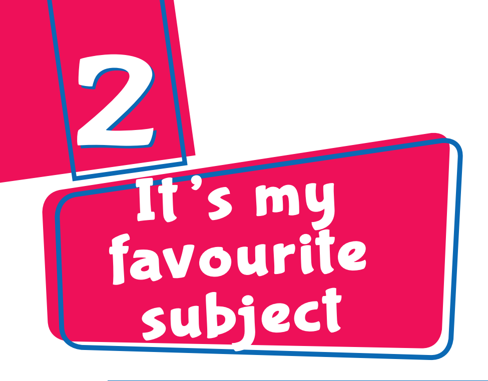
1 listens to 2 plays
3 goes 4 play

5 Read and correct the sentences.

1 If necessary, read through the language box on page 6 of the Student's Book again.
2 Draw attention to the fact that in this exercise there is one mistake in every sentence.
3 Ask students to rewrite the sentences in pairs.
4 Check answers in class.

Answers:

2 Do you listen to music?
3 She doesn't go swimming on Saturdays.
4 Do you play chess?
5 What is his name?
6 What are her hobbies?



SB pages 12-21 WB pages 79-85

OBJECTIVES

Reading
Descriptions of schools around the world

Writing
Your journey to school; your daily life

Listening
A discussion about timetables

Video
Schools around the world

Speaking
Asking and answering about school and timetables

Language
Telling time
Questions in the present simple

Life Skills
Critical thinking, similarities and differences; collaboration: abide by the rules of the team

LESSON 1 SB pages 12 and 13 WB page 79

Outcomes:

- To read a range of high-freqency words and CVC words
- To read short, simple sentences
- To use glossaries to determine or clarfiy the meaning of words
- To interpret non-verbal reading texts (tables)
- To gather information from provided sources to answer a question (research)
- To ask and answer questions in order to get information
- To explain verbally verbal and non-verbal age-appropriate texts, eg. tables

Language: The present simple

Vocabulary: Arabic, Art, Computer Studies, Drama, English, Home Economics, Music, Religion, Science, Social Studies

Before using the book:

- Students may already know that the name of the subject shown in the second photo on the left-hand side is Science. Write this on the board and then ask them what other words for school subjects they know and write these up on the board.

SB page 12


Unit 2 Lesson 1

It's my favourite subject

Reading: Descriptions of schools around the world
Writing: A paragraph about your journey to school; A paragraph about your daily life
Listening: A discussion about timetables
Speaking: Asking and answering about school and timetables
Language: Adverbs of frequency; possessive 's and s'
Life Skills: Critical thinking; self-management

Discuss
What can you see in these photos?

Research
What is the difference between *a girl's school* and *a girls' school*?

Find
Look through the unit. Can travelling to school sometimes be difficult?

12 Lesson 1

Discuss

1 Draw attention to the four photos of young people who are going to school or at school. Ask students to say any words or expressions they know that describe what they can see in the photos, e.g. *go to school on the bus, ask a question, go online*.

2 You could provide a model in the present simple

to help weaker students, e.g. *The children go to school on the bus*.

3 Ask students questions about their own experiences connected to the photos, e.g. *How do you get to school? Do you go online at school or to do your homework? Do you ask questions at school? Do you like Science lessons*? Or, with stronger students, get them to ask and answer these questions in pairs.

4 Then ask students to read the text message conversation at the bottom of the page. With less confident students, you could ask them simply to find the words for school subjects in the conversation (English, Arabic, Maths, Social Studies, Science). With more confident students, you could ask them questions to check their understanding of the conversation, e.g. *Do the boys have English tomorrow?* (Yes) *How many Maths lessons do they have on Tuesdays?* (Two) *What are the boys' favourite subjects?* (Boy on the right: Maths; boy on the left: Social Studies and Science).

Answers:

Students' own answers.

Research

1 Ask students to look at the two expressions carefully and focus on the difference in how the s and the apostrophe are used in each one. They can then discuss the question in pairs.

2 If students are struggling, you could tell them that the difference is the number of people that something belongs to: one, or more than one.

3 Conduct whole-class feedback and ensure students understand the difference in meaning between the two expressions.

Answers:

A girl's school = the school of one girl

A girls' school = a school for girls only

Find

1 Guide students to understand that the goal of going through the unit is to train them on quick reading to answer a question or find a certain detail.

2 Ask students to work in groups to look through the unit and find ways of travelling to school. Ask them to think if these words are difficult or not.

3 Ask students to think again in their groups of why some students go to school using these ways. Accept any reasonable answer, including the weather.

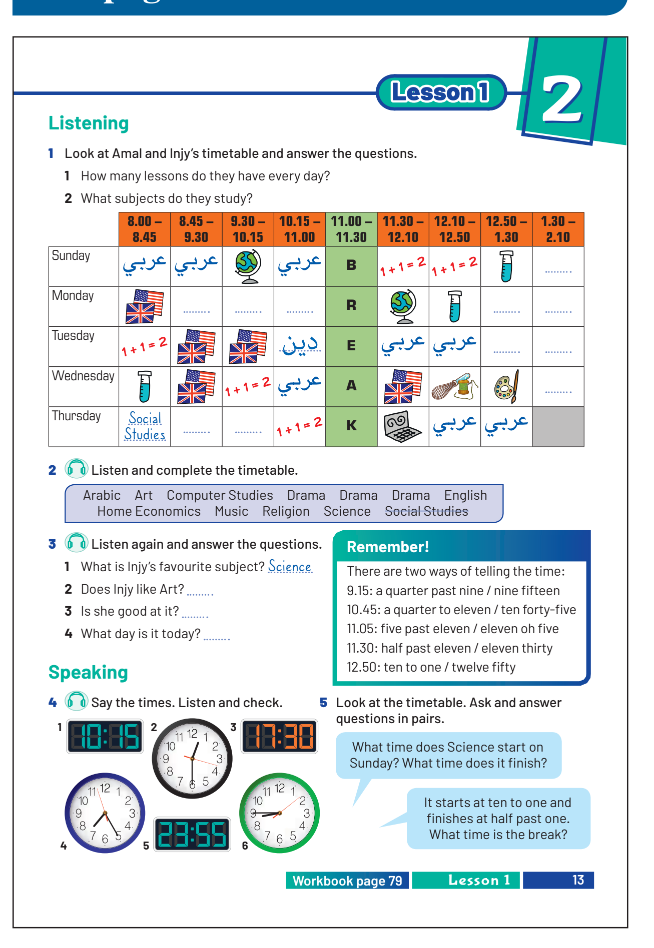
4 Ask students *How do you come to school every day?* Elicit different answers from different students.

5 Ask them again *Is that easy or difficult?*

Answers:

Yes, sometimes it can be difficult.

SB page 13



Lesson 1 2

Listening

1 Look at Amal and Injy's timetable and answer the questions.

1 How many lessons do they have every day?

2 What subjects do they study?

	8.00 – 8.45	8.45 – 9.30	9.30 – 10.15	10.15 – 11.00	11.00 – 11.30	11.30 – 12.10	12.10 – 12.50	12.50 – 1.30	1.30 – 2.10
Sunday	عربي	عربي		عربي	B	1 + 1 = 2	1 + 1 = 2		....
Monday		....	....	....	R			....	....
Tuesday	1 + 1 = 2			دين	E	عربي	عربي	....	....
Wednesday			1 + 1 = 2	عربي	A				....
Thursday	Social Studies	....	....	1 + 1 = 2	K		عربي	عربي	

2 Listen and complete the timetable.

Arabic Art Computer Studies Drama Drama Drama English Home Economics Music Religion Science ~~Social Studies~~

3 Listen again and answer the questions.

1 What is Injy's favourite subject? Science

2 Does Injy like Art? ....

3 Is she good at it? ....

4 What day is it today? ....

Remember!

There are two ways of telling the time:

9.15: a quarter past nine / nine fifteen

10.45: a quarter to eleven / ten forty-five

11.05: five past eleven / eleven oh five

11.30: half past eleven / eleven thirty

12.50: ten to one / twelve fifty

Speaking

4 Say the times. Listen and check.

1 10:15 2 3 17:30 4 5 23:55 6

5 Look at the timetable. Ask and answer questions in pairs.

What time does Science start on Sunday? What time does it finish?

It starts at ten to one and finishes at half past one. What time is the break?

Workbook page 79 Lesson 1 13

Listening

1 Look at Amal and Injy's timetable and answer the questions.

1 Ask students to look at the timetable and count the number of lessons Amal and Injy have every day.

2 Then tell them to look closely at the pictures in the timetable and use these to say the words for the subjects. Encourage students to use their existing vocabulary knowledge but if necessary, they could also use the words in the box in Exercise 2 to help them name the subject for every picture.
3 Ask students to compare their answers.
4 Model and drill pronunciation of the school subjects as a class, as students will need to say them in Exercise 5.

Answers:

1 They have eight (and seven on Thursdays).

2 Arabic, Social Studies, Maths, Science, English, Religion, Home Economics, Art, Computer Studies (also Music, Drama).

2 Listen and complete the timetable.

1 Ask students to look quickly at the timetable again and identify the squares/times that don't have a subject in them. Tell students to listen to the recording and find the subjects that Amal and Injy have at these times.
2 Play the recording and ask students to make a note of the missing subjects in their notebooks. Refer students to the *Glossary* to check the meaning of any vocabulary for subjects they are not familiar with.
3 Ask students to compare their answers in class.
4 Play the recording again to check answers.

Audioscript

Amal: *I like the new timetable. What's your favourite day, Injy?*

Injy: *I like Thursday. We have Social Studies first on Thursday. Then we have English and then we go to Science. That's my favourite subject.*

Amal: *My favourite day's today. We have Maths first and second lesson after break today. I love Maths! Then we have Science and Art.*

Injy: *I like Art too, but I'm not very good at it. What do we have tomorrow?*

Amal: *English, then Religion is next, then Arabic and then Home Economics. After break, we have Social Studies. Then we have Science and Computer Studies. Finally, we have Music.*

Injy: *When do we have Drama?*

Amal: *That's the last two lessons on a Tuesday and the last lesson Wednesday. It's time for the next lesson now! See you later!*

Answers:

Sunday:	Art
Monday:	Religion, Arabic, Home Economics, Computer Studies, Music
Tuesday:	Drama, Drama
Wednesday:	Drama
Thursday:	*Social Studies*, English, Science

3 Listen again and answer the questions.

1 Ask students to read the questions and write as many answers as they can remember from the recording.
2 Play the recording again and ask students to write their answers in their notebook.
3 Play the recording again to check answers.
4 You could follow this up by asking students to say what their favourite subject is and what day it is today. You could either do this as a whole class or have students ask and answer in pairs.

Answers:

2 Yes, she does.

3 No, she isn't.

4 Sunday

Speaking

Remember!

1 Direct attention to the *Remember!* box and clarify that both ways of telling the time are equally acceptable. The aim is for students to be to be able to use both of them.
2 Say a time from the *Remember!* box and ask students to say the alternative form. For example, say *a quarter past nine*. Students say *nine fifteen*

4 Say the times. Listen and check.

1 Ask students to look at the clocks and say the times that they show. They can do this with a

partner.

2 Play the recording so students can listen and check whether they said the times correctly. Play the recording more than once if necessary.



Audioscript

1 A quarter past ten.
2 Half past twelve.
3 Half past five.
4 Twenty-five past seven.
5 Five to twelve.
6 A quarter to nine.

Answers:

1 A quarter past ten or Ten fifteen.
2 Half past twelve or Twelve thirty.
3 Half past five or Five thirty.
4 Twenty-five past seven or Seven twenty-five.
5 Five to twelve or Eleven fifty-five.
6 A quarter to nine or Eight forty-five.

5 Look at the timetable. Ask and answer questions in pairs.

1 Tell students that they're now going to use the timetable on this page to ask and answer questions with a partner about when the lessons start and finish.

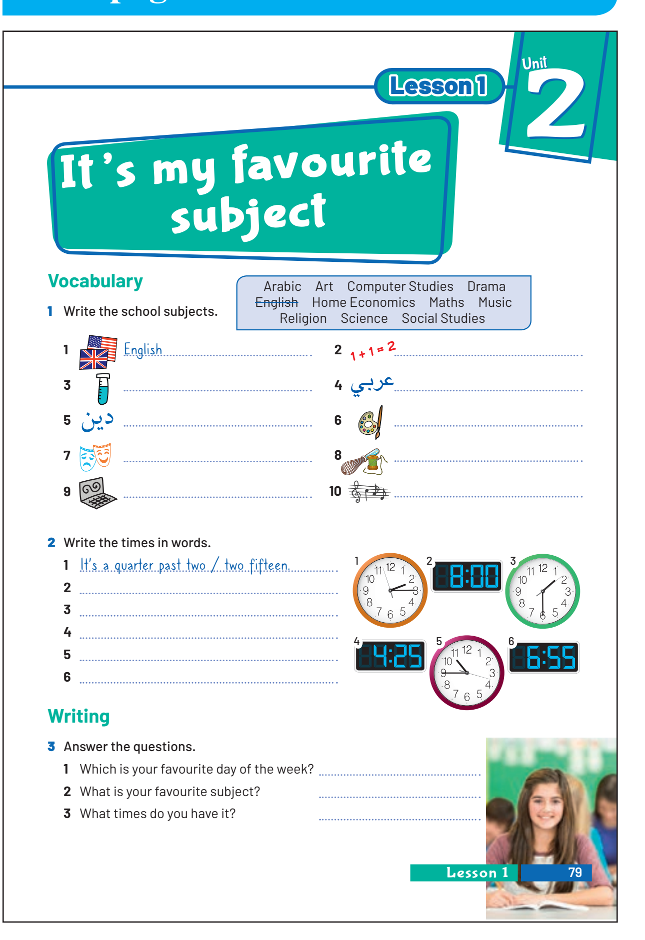
2 Model the example exchange in the speech bubbles with a strong student. Students can then use this exchange as a model to ask and answer questions about other subjects on the timetable. Suggest that referring back to the *Remember!* box may help them say the times correctly.

3 Monitor students' conversations, providing feedback or corrections where appropriate. Pay attention to students' pronunciation of school subjects and whether they're saying the times correctly.

Answers:

Students' own answers.

WB page 79


Unit 2
Lesson 1
It's my favourite subject

Vocabulary

1 Write the school subjects.

Arabic Art Computer Studies Drama English Home Economics Maths Music Religion Science Social Studies

1 English
2 1+1=2
3
4 عربي
5 دين
6
7
8
9
10

Writing

2 Write the times in words.

1 It's a quarter past two / two fifteen.
2
3
4
5
6

3 Answer the questions.

1 Which is your favourite day of the week?
2 What is your favourite subject?
3 What times do you have it?

Lesson 1 79

Vocabulary

1 Write the school subjects.

1 Before students open their books, ask them which words for school subjects they remember.

2 Students complete the exercise in pairs, matching the pictures and the words in the box. Point out that there is one extra subject listed in the box.

3 Draw students' attention to the fact that each school subject starts with a capital letter. Refer students to the *Glossary* to check the meaning of any vocabulary for subjects that they cannot remember.

4 Ask students to compare their answers in pairs.

5 There is no picture for Social Studies. You could ask students if they can think of a picture they could draw for this subject.

Answers:

2 Maths 3 Science 4 Arabic 5 Religion 6 Art
7 Drama 8 Home Economics 9 Computer Studies
10 Music

2 Write the times in words.

1 Ask students to look at the clocks and write the times in both the formats they have learned, as in the example answer.
2 Students complete the task in pairs.
3 Check answers in class by inviting different students to say the times for each clock.

Answers:

2 It's eight o'clock.
3 It's half past one / one thirty.
4 It's twenty-five past four / four twenty-five.
5 It's a quarter to eleven / ten forty-five.
6 It's five to seven / six fifty-five.

Writing

3 Answer the questions.

1 Ask students to read the questions and write their own answers.
2 Refer students who feel less confident back to the examples in Exercises 1 and 2 to help them.
3 Ask students to compare their answers in pairs.

Answers:

Students' own answers.

Skills

- Now that you're about to end the lesson, check with your class that you've worked on these skills:

Reading: To understand a short dialogue

Writing:
- To write about school subjects
- To write the time
- To write about your school day

Listening: To understand a conversation about a timetable

Speaking:
- To say the time
- To ask and answer questions about a timetable and the school day
- To use possessive adjectives to talk about the people in your family

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 14 and 15 WB page 80

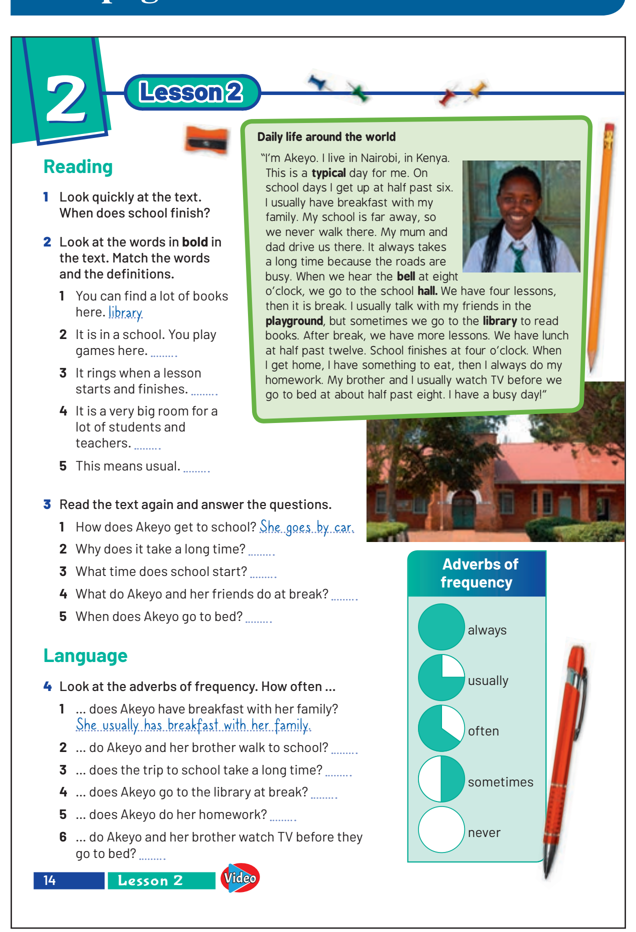
Outcomes:
- To skim grade-appropriate text to get the general idea
- To use context to confirm or self-correct word recognition and understanding, re-reading as necessary
- To use glossaries to determine or clarify the meaning of words and phrases
- To indentify key details in short familiar texts
- To interpret non-verbal reading texts (charts)
- To explain orally verbal and non-verbal age-appropriate texts e.g. charts
- To explain the function of adverb of frequency
- To ask and answer questions to get information
- To write short, informative texts

Vocabulary: bell, hall, library, playground

Language: The present simple with adverbs of frequency

Life Skills: Critical thinking, similarities and differences

SB page 14



2 Lesson 2

Reading

1 Look quickly at the text. When does school finish?

2 Look at the words in **bold** in the text. Match the words and the definitions.

1 You can find a lot of books here. library

2 It is in a school. You play games here. ....

3 It rings when a lesson starts and finishes. ....

4 It is a very big room for a lot of students and teachers. ....

5 This means usual. ....

Daily life around the world

"I'm Akeyo. I live in Nairobi, in Kenya. This is a **typical** day for me. On school days I get up at half past six. I usually have breakfast with my family. My school is far away, so we never walk there. My mum and dad drive us there. It always takes a long time because the roads are busy. When we hear the **bell** at eight o'clock, we go to the school **hall.** We have four lessons, then it is break. I usually talk with my friends in the **playground**, but sometimes we go to the **library** to read books. After break, we have more lessons. We have lunch at half past twelve. School finishes at four o'clock. When I get home, I have something to eat, then I always do my homework. My brother and I usually watch TV before we go to bed at about half past eight. I have a busy day!"

3 Read the text again and answer the questions.

1 How does Akeyo get to school? She goes by car.

2 Why does it take a long time? ....

3 What time does school start? ....

4 What do Akeyo and her friends do at break? ....

5 When does Akeyo go to bed? ....

Language

4 Look at the adverbs of frequency. How often ...

1 ... does Akeyo have breakfast with her family? She usually has breakfast with her family.

2 ... do Akeyo and her brother walk to school? ....

3 ... does the trip to school take a long time? ....

4 ... does Akeyo go to the library at break? ....

5 ... does Akeyo do her homework? ....

6 ... do Akeyo and her brother watch TV before they go to bed? ....

Adverbs of frequency

always

usually

often

sometimes

never

14 Lesson 2 Video

Reading

1 Look quickly at the text. When does school finish?

1 Tell students that they're going to read a text about the daily life of a schoolgirl called Akeyo who lives in Nairobi, Kenya. Mention that many people in Kenya speak English. Ask students if they know where Kenya is (East Africa). Show them on a map if you can.

2 Direct students to the photo of Akeyo and the photo of her school below the text and ask them if Akeyo's school looks the same as or different from theirs.

3 Ask students to read the question and look quickly for the key words *school finishes* in the text to find the answer.

4 Check the answer in class and elicit it as a complete sentence, reminding students that in the present simple *it* is followed by a verb with -*s* or, as in this example, -*es*.

Answers:

It finishes at four o'clock.

2 Look at the words in bold in the text. Match the words and the definitions.

1 Ask students to read the words in bold and to guess the meaning for each one. Refer them to the *Glossary* to check the meaning of any words they are not familiar with.

2 Have students read the text – more slowly this time – and use the context of the sentences to decide on the correct definition for each of the words in bold.

3 Ask students to compare answers in pairs.

4 Check answers in class and then model and drill the pronunciation of these four items. Students may find *library* a particularly challenging word to pronounce.

Answers:

2 playground

3 bell

4 hall.

5 typical

3 Read the text again and answer the question.

1 Ask students to read the questions and identify the keywords that will help them find the answers in the text. Provide an example: *The keywords in question 2 are 'a long time'*. Tell students that looking for these words in the text will help them find the answer for the second question. You could also elicit or explain that students need to use the word *because* in answer to questions starting with *why*, such as question 2.

2 Students read the text again and find the answers to the questions.

3 Ask students to compare their answers in pairs.

Answers:

2 Because the roads are busy

3 It starts at eight o'clock.

4 They talk in the playground or go to the library to read books.

5 She goes to bed at about half past eight.

Language

Adverbs of frequency

1 Draw attention to the *Adverbs of frequency* language box. Explain that the circles show how often, or how much of the time, someone does something – from 100 per cent of the time with the word *always* to 0 per cent of the time with the word *never*.

2 Say each word and ask students to repeat. The stress is on the first syllable each time.

4 Look at the adverbs of frequency. How often…

1 Draw attention to the example sentence. Elicit that the adverb of frequency in this sentence is *usually* and that it comes before the verb (*has*).

2 You could point out that in some of the sentences (2 and 6) students will need to use the *they* form of the present simple, while in others (3, 4 and 5) they will need to use the *he/she/it* form.

3 Ask students to scan the *Adverbs of frequency* box and then use the correct ones to write complete sentences about how often Akeyo does things in her daily life.

4 Ask students to compare their answers in pairs.

5 Check answers in class and invite different students to read and answer out loud.

Answers:

2 They never walk to school.
3 The trip always takes a long time.
4 She sometimes goes to the library at break.
5 She always does her homework.
6 They usually watch TV before they go to bed.

Video

1 Tell students that they are going to watch a video about schools in different places around the world. Before they watch, ask them to listen out for the names of any parts of the world.

2 Play the video so students can check their answers (Africa, America, Asia, Europe, Egypt).

3 Ask students to ask and answer the questions at the end of the video with a partner.

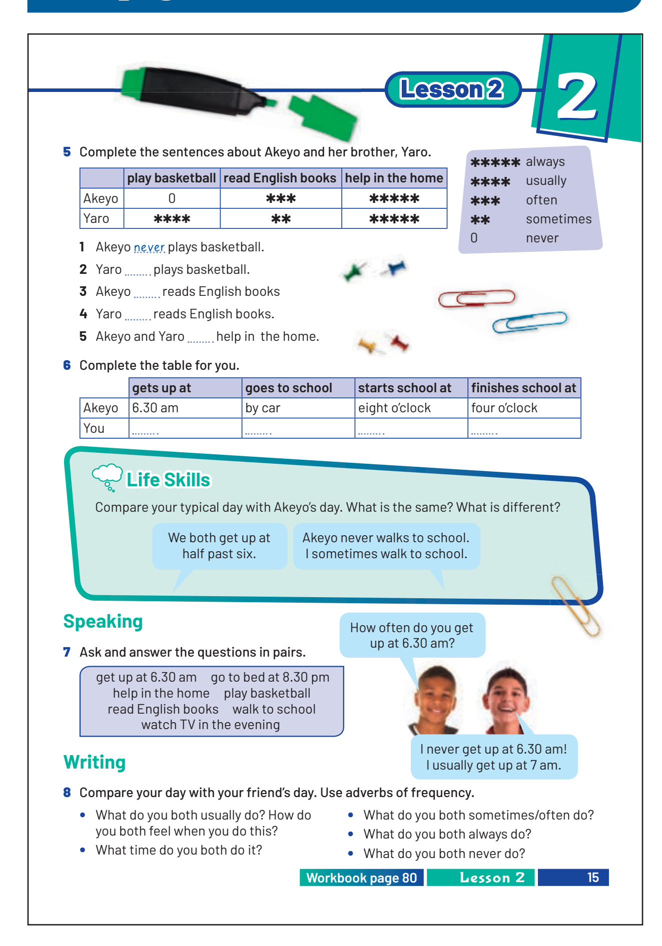
4 Ask students to tell the class the name of any subjects they want to study. Write these on the board.



Videoscript

Narrator: *In Africa, America,Asia, and Europe, most children between the ages of four and eighteen go to school.*
They often study subjects such as Maths, Arabic and English.
Students study in the morning and sometimes in the afternoon, too.
Some children go to school from Sunday to Thursday.
Other children go to school from Monday to Friday.
When they finish school, some students choose to go to university. Some of the most important universities in Africa and the Arab region are in Egypt.
There is the Al-Azhar University. This is one of the oldest universities in the world.
And there is Cairo University in Giza.
Here, people study subjects like Art, Science and Computer Studies.
Do you want to go to university?
Which subjects do you want to study at university?

SB page 15



Lesson 2

2

5 Complete the sentences about Akeyo and her brother, Yaro.

	play basketball	read English books	help in the home
Akeyo	0	***	*****
Yaro	****	**	*****

***** always
**** usually
*** often
** sometimes
0 never

1 Akeyo never plays basketball.
2 Yaro .... plays basketball.
3 Akeyo .... reads English books
4 Yaro .... reads English books.
5 Akeyo and Yaro .... help in the home.

6 Complete the table for you.

	gets up at	goes to school	starts school at	finishes school at
Akeyo	6.30 am	by car	eight o'clock	four o'clock
You	....	....	....	....

Life Skills

Compare your typical day with Akeyo's day. What is the same? What is different?

We both get up at half past six.

Akeyo never walks to school. I sometimes walk to school.

Speaking

7 Ask and answer the questions in pairs.

get up at 6.30 am   go to bed at 8.30 pm
help in the home   play basketball
read English books   walk to school
watch TV in the evening

How often do you get up at 6.30 am?

I never get up at 6.30 am! I usually get up at 7 am.

Writing

8 Compare your day with your friend's day. Use adverbs of frequency.

- What do you both usually do? How do you both feel when you do this?
- What time do you both do it?
- What do you both sometimes/often do?
- What do you both always do?
- What do you both never do?

Workbook page 80 Lesson 2 15

5 Complete the sentences about Akeyo and her brother, Yaro.

1 Ask students to study the purple box on the right-hand side of the page and use it to match the stars in the table with the correct adverbs of frequency.
2 Ask students to complete the sentences with the correct adverbs of frequency from the table.
3 Ask students to compare their answers in pairs.
4 With more confident students, you could extend this exercise by asking them to say how often they play basketball, read English books and help at home, e.g. *I sometimes play basketball*.

Answers:

2 usually 3 often 4 sometimes 5 always

6 Complete the table for you.

1 Ask students to read the headings in the table and write information which is true for them.
2 Tell students that they can either use numbers and *am* or *pm* to write the time, e.g. *6.30 am*, or they can write it out in words, e.g. *eight o'clock* or *half past nine*. You may want to clarify that we use am for the time from 12 o'clock midnight to 12 o'clock midday and we use pm for the time from 12 o'clock midday to 12 o'clock midnight.

Answers:

Students' own answers.

Life Skills

1 This *Life Skills* box focuses on helping students develop the life skill of understanding similarities and differences between themselves and other people. If we can identify similarities between ourselves and people in different places with different lifestyles, it is easier to feel empathy and understanding towards them. Identifying differences between ourselves and these same people, means that we are aware of these differences and can respond to them in the things we do and say, and also show respect for them.
2 Ask students to read the sentences in the speech bubbles and then re-read the text about Akeyo, with the aim of finding three things which are the same as their typical day and three things which are different.
3 Draw attention to the fact that a similarity or difference could be when students and Akeyo do things, how they do things (e.g. how they get to school), or how often they do things.
4 Draw attention to the word both in the speech bubble on the left and elicit or explain that we use this word to say that something is true of two things or two people.
5 Ask students to write down sentences about the three similarities and three differences in their notebooks, using the example sentences to help them.
6 Students can read and compare each other's completed sentences in pairs.

Answers:

Students' own answers.

Speaking

7 Ask and answer the questions in pairs.

1 Ask students to read the activities in the box and make a note in their notebooks of how often they do each one. Refer students back to the *Adverbs of frequency* language box on page 14 to help them identify the correct adverb of frequency, if

necessary.

2 Put students into pairs. Ask them to read the example exchange in the speech bubbles.
3 Students use their notes to ask and answer questions about the activities with *How often ...?*
4 Monitor students' conversations, providing corrections and feedback on their use of adverbs of frequency where appropriate.

Answers:

Students' own answers.

Writing

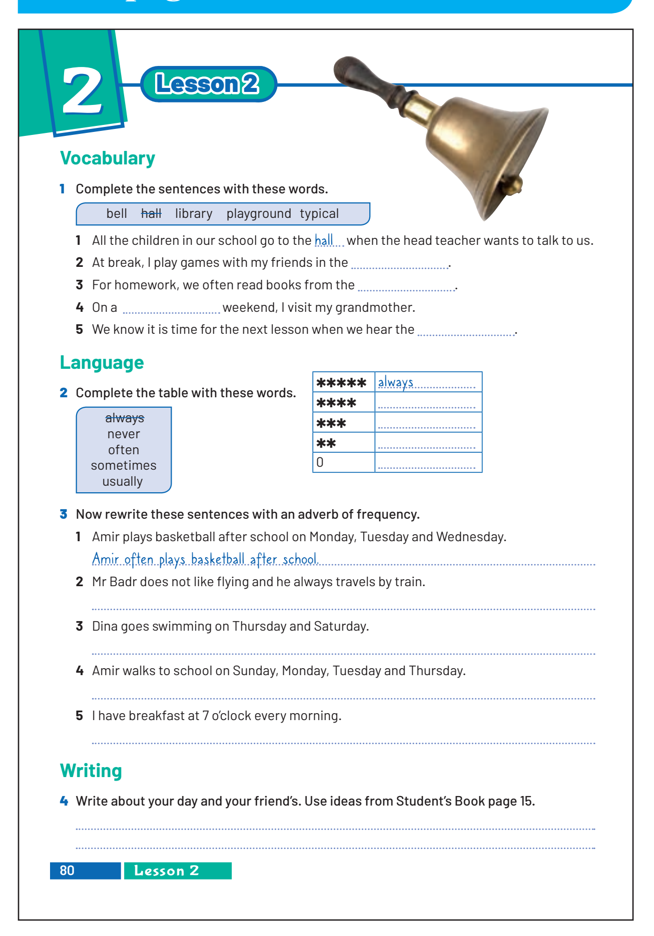
8 Compare your day with your friend's day. Use adverbs of frequency.

1 Ask students to read the questions and think about examples of things they do on a typical day.
2 Students write their answers to the questions in complete sentences. Remind them to use the correct word order for sentences with adverbs of frequency by drawing attention back to the sentences they wrote for Exercise 4 on page 14.
3 Students can read and compare sentences with a partner.

Answers:

Students' own answers.

WB page 80



2 Lesson 2

Vocabulary

1 Complete the sentences with these words.

bell ~~hall~~ library playground typical

1 All the children in our school go to the hall when the head teacher wants to talk to us.
2 At break, I play games with my friends in the ....
3 For homework, we often read books from the ....
4 On a .... weekend, I visit my grandmother.
5 We know it is time for the next lesson when we hear the ....

Language

2 Complete the table with these words.

~~always~~ never often sometimes usually

*****	always
****	
***	
**	
0	

3 Now rewrite these sentences with an adverb of frequency.

1 Amir plays basketball after school on Monday, Tuesday and Wednesday.
Amir often plays basketball after school.
2 Mr Badr does not like flying and he always travels by train.
3 Dina goes swimming on Thursday and Saturday.
4 Amir walks to school on Sunday, Monday, Tuesday and Thursday.
5 I have breakfast at 7 o'clock every morning.

Writing

4 Write about your day and your friend's. Use ideas from Student's Book page 15.

80 Lesson 2

Vocabulary

1 Complete the sentences with these words.

1 Ask students to start by reading the sentences and guessing the missing words. Refer them to the *Glossary* to check the meaning of any words they cannot remember.
2 Students complete the exercise. Check the answers as a whole class.

Answers:

2 playground 3 library 4 typical 5 bell

Language

2 Complete the table with these words.

1 Tell students to read the adverbs of frequency they have learned in Lesson 2.
2 Students then match the adverbs of frequency with the symbols. Tell them to be careful with *usually* and *often* and to try to make sure they have ordered these correctly.
3 Ask students to compare their answers in pairs.

Answers:

*****	always
****	usually
***	often
**	sometimes
0	never

3 Now rewrite these sentences with an adverb of frequency.

1. Tell students to pay attention to word order when they are writing the sentences. Elicit or explain that the adverb of frequency comes before the main verb in a sentence.
2. Ask students to rewrite the sentences individually.
3. Invite different students to read one of their sentences aloud in class.

Answers:

2 Mr Badr never flies (and he always travels by train).

3 Dina sometimes goes swimming.

4 Amir usually walks to school.

5 I always have breakfast at 7 o'clock.

Writing

4 Write about your day and your friend's. Use ideas from Student's Book page 15.

1. Guide students to go back to the sentences they wrote in their notebook comparing their days to their friends' days. Ask students to select five sentences, each of which includes one of the five adverbs of frequency they have studied.
2. Ask students to write their sentences in the form of a paragraph.
3. Students complete the exercise individually. Go round and monitor while they are working, encouraging students to review their paragraphs.. They can continue in their notebooks if necessary.
4. Ask students to compare their sentences in pairs.

Answers:

Students' own answers.

Skills

- Now that you are about to do the lesson, check with your class that you are working on these skills:

Reading:

- To read for gist
- To read for specific and detailed information

Writing:

- To write sentences about daily life
- To write about what you do in the holidays (Workbook)

Video: To understand a video about schools around the world

Speaking:

- To use adverbs of frequency to ask and answer questions about your daily life
- To ask and answer questions about how often people do things
- To compare and contrast your daily life with someone else's

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 16 and 17 WB page 81

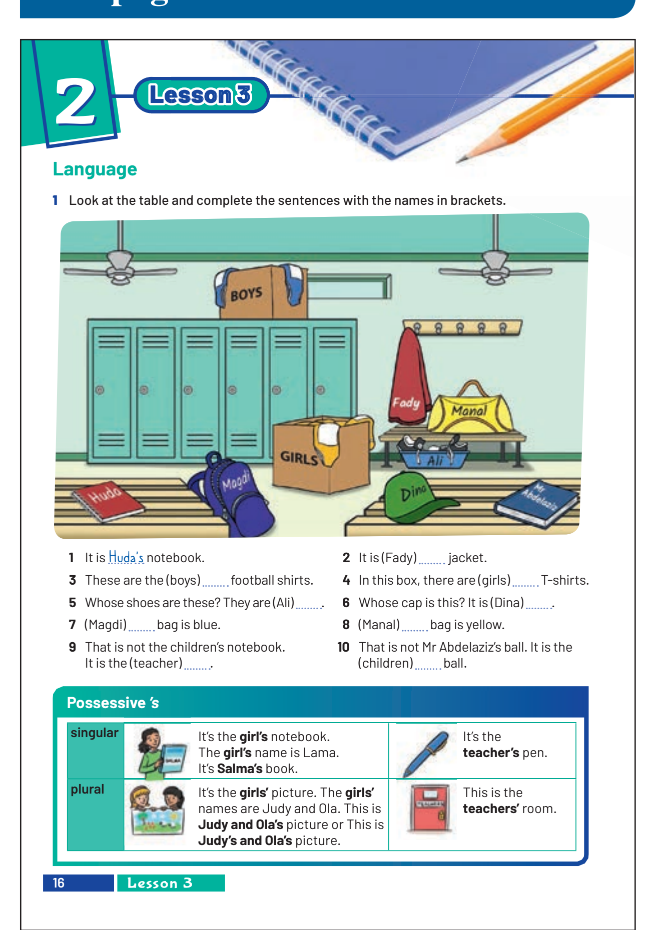
Outcomes:

- To read short, simple sentences
- To use contenxt to confirm or self-correct word recognition and understanding
- To form and use possessives
- To ask and answer questions to get information

Language: To use the possessive ’s

Life Skills: Collaboration: Abide by the rules of the team

SB page 16



2 Lesson 3

Language

1 Look at the table and complete the sentences with the names in brackets.

1 It is Huda's notebook.
2 It is (Fady) .... jacket.
3 These are the (boys) .... football shirts.
4 In this box, there are (girls) .... T-shirts.
5 Whose shoes are these? They are (Ali) ....
6 Whose cap is this? It is (Dina) ....
7 (Magdi) .... bag is blue.
8 (Manal) .... bag is yellow.
9 That is not the children's notebook. It is the (teacher) ....
10 That is not Mr Abdelaziz's ball. It is the (children) .... ball.

Possessive ’s

singular	It’s the **girl’s** notebook. The **girl’s** name is Lama. It’s **Salma’s** book.	It’s the **teacher’s** pen.
plural	It’s the **girls’** picture. The **girls’** names are Judy and Ola. This is **Judy and Ola’s** picture or This is **Judy’s and Ola’s** picture.	This is the **teachers’** room.

16 Lesson 3

Language

Possessive ’s

1 Draw attention to the *Possessive ’s* language box. Ask students to read the examples of singular and plural possessive forms.

2 Read the example sentences aloud. Point out that both forms (for example, *teacher’s and teachers*’) sound the same. So students need to use the context to decide if it is referring to one or more teachers.

3 Point out that when you name two people, we only put the *’s* after the second person (*Judy and Ola’s picture*).

1 Look at the table and complete the sentences with the names in brackets

1 Remind students of what they have learned about how to use the possessive ’s in its singular and plural form in the *Research* box on page 12, and now in the *Possessive ’s* language box.

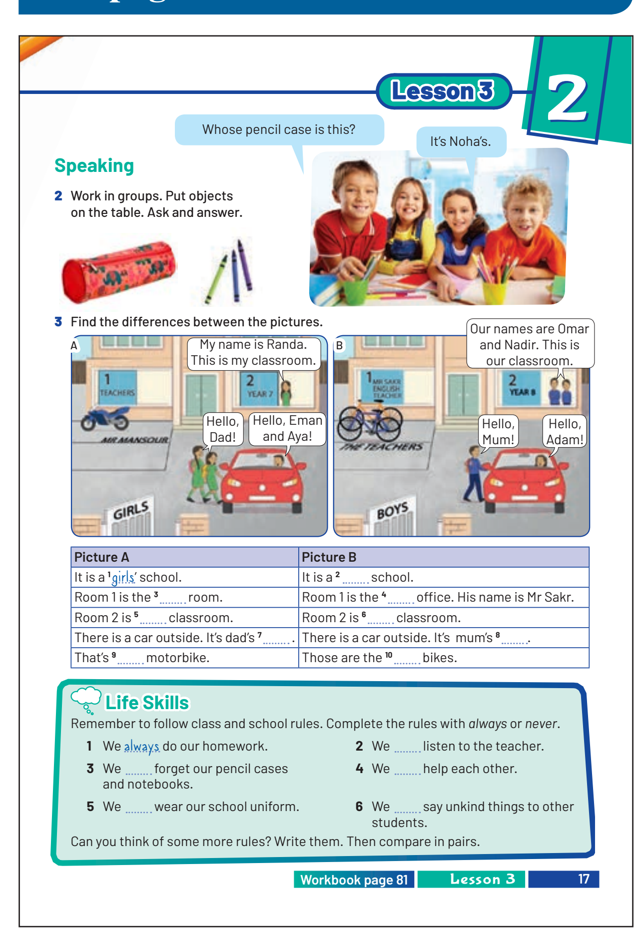
2 Tell students to use an *’s* or *s’* with the words in brackets to complete the sentences, depending on whether the name or noun in brackets is singular or plural.

3 Students can complete the sentences individually and then compare their answers in pairs.

Answers:

2 Fady’s 3 boys’ 4 girls’ 5 Ali’s 6 Dina’s
7 Magdi’s 8 Manal’s 9 teacher’s 10 children’s

SB page 17


Lesson 3 2

Whose pencil case is this?

It's Noha's.

Speaking

2 Work in groups. Put objects on the table. Ask and answer.

3 Find the differences between the pictures.

Picture A	Picture B
It is a [1] girls' school.	It is a [2] .... school.
Room 1 is the [3] .... room.	Room 1 is the [4] .... office. His name is Mr Sakr.
Room 2 is [5] .... classroom.	Room 2 is [6] .... classroom.
There is a car outside. It's dad's [7]	There is a car outside. It's mum's [8] ....
That's [9] .... motorbike.	Those are the [10] .... bikes.

Life Skills

Remember to follow class and school rules. Complete the rules with *always* or *never*.

1 We always do our homework.
2 We .... listen to the teacher.
3 We .... forget our pencil cases and notebooks.
4 We .... help each other.
5 We .... wear our school uniform.
6 We .... say unkind things to other students.

Can you think of some more rules? Write them. Then compare in pairs.

Workbook page 81 Lesson 3 17

Speaking

2 Work in groups. Put objects on the table. Ask and answer.

1 Put students into groups of three or four.
2 Ask them to look in their bags and see which objects they have that they could easily take out and put on the table.
3 Direct students to the example exchange in the speech bubbles. Ask them to put one object at a time on the table and ask and answer questions about it, using the example exchange as a model.

Answers:

Students' own answers.

3 Find the differences between the pictures.

1 Ask students to study the two pictures carefully. Tell them that there are some differences between the two pictures and ask them to find as many of these as they can.
2 Tell students that, in order to complete the sentences in the table, they will need to use words they see in the pictures, e.g. *girls*, and either the singular or plural possessive 's.
3 As this exercise is quite challenging, students could complete it in pairs or small groups.
4 Check answers as a whole class.

Answers:

2 boys' 3 teachers' 4 teacher's 5 Randa's
6 Omar and Nadir's 7 Eman and Aya's 8 Adam's
9 Mr Mansour's 10 teachers'

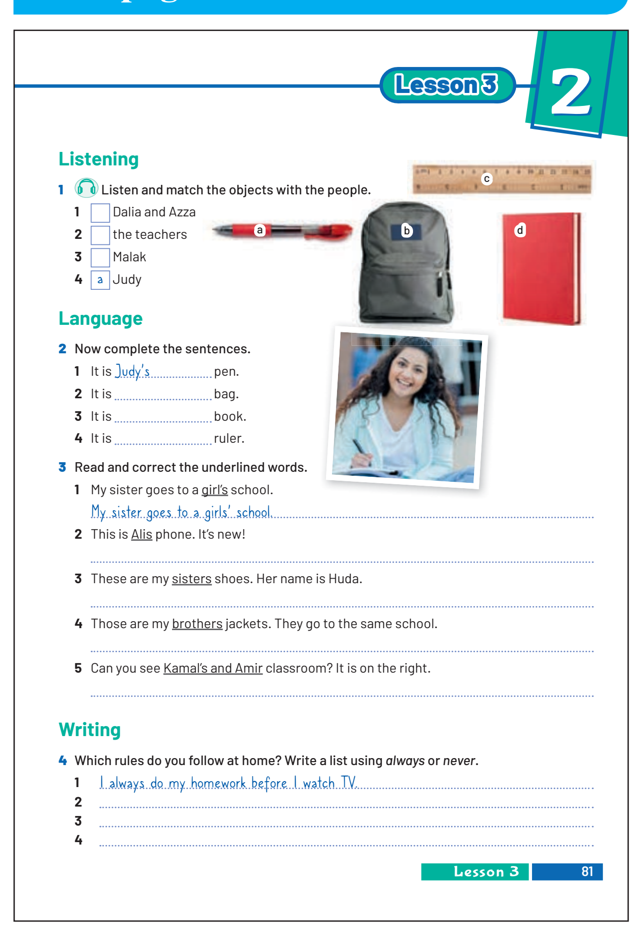
Life Skills

1 This *Life Skills* box focuses on helping students develop the life skill of abiding by the rules of the team. Tell students that this is an important life skill because when you're at school, and later in life when you're at work, you'll usually have to work in a team and all teams have rules. You will only be able to work in a team effectively and happily if you can abide by the team's rules.
2 Write the word *rules* on the board and elicit or explain that a rule is a statement that tells people what to do or not do.
3 Ask students to read the sentences and use the key words in them to decide if it describes something to do (*always*) or not do (*never*). They can then complete the sentences with the correct words.
4 Ask students to compare their answers in pairs.
5 Then ask students to think of a few more examples of class or school rules and write them down as complete sentences with *always* or *never* in their notebooks.
6 Ask students to compare their rules in pairs.

Answers:

2 always 3 never 4 always 5 always 6 never
Students' own answers.

WB page 81



Lesson 3 2

Listening

1 Listen and match the objects with the people.

1 [ ] Dalia and Azza
2 [ ] the teachers
3 [ ] Malak
4 [a] Judy

Language

2 Now complete the sentences.

1 It is Judy's pen.
2 It is .... bag.
3 It is .... book.
4 It is .... ruler.

3 Read and correct the underlined words.

1 My sister goes to a girl's school.
My sister goes to a girls' school.
2 This is Alis phone. It's new!
3 These are my sisters shoes. Her name is Huda.
4 Those are my brothers jackets. They go to the same school.
5 Can you see Kamal's and Amir classroom? It is on the right.

Writing

4 Which rules do you follow at home? Write a list using *always* or *never*.

1 I always do my homework before I watch TV.
2
3
4

Lesson 3 81

Listening

1 Listen and match the objects with the people.

1 Ask students to look at the photos of the objects and identify them. Then ask them to quickly read the names of the people (1–4).
2 Play the recording and ask students to match the people with the objects.
3 Play the recording again to check answers.



Audioscript

Fatma: *Hi Mariam. Is this Malak's pen?*
Mariam: *No, that's Judy's pen. She always uses that pen.*
Fatma: *OK. Whose bag is this?*
Mariam: *That's Huda's bag.*
Fatma: *No, it's not Huda's bag. Her bag is red. This bag is blue.*
Mariam: *Oh, OK. Then it's Malak's bag.*
Fatma: *There's a book on the desk. Is that your book?*
Mariam: *No, it's the teachers' book. All the teachers use that book.*
Fatma: *Ah, I know whose ruler this is. It has Dalia and Azza's names on it.*

Answers:

1 c 2 d 3 b 4 a

Language

2 Now complete the sentences.

1 Ask the students to use the names or nouns from Exercise 1 with the possessive 's. Remind them that they will need to decide if the name or noun is a singular or plural in order to choose the correct form of the possessive 's.
2 Students complete the task.
3 Ask students to compare their answers in pairs.

Answers:

2 Malak's
3 the teachers'
4 Dalia and Azza's

3 Read and correct the underlined words.

1 Tell students that all of the underlined words in the sentences are incorrect. Ask them to look at the example answer and elicit that all the sentences have the incorrect form of the possessive 's.
2 Students complete the task individually.
3 Check answers in class. Invite different students to read one of the correct sentences out loud.

Answers:

2 This is Ali's phone. It's new!
3 These are my sister's shoes. Her name is Huda.
4 Those are my brothers' jackets. They go to the same school.
5 Can you see Kamal and Amir's classroom? It is on the right.

Writing

4 Which rules do you follow at home? Write a list using *always* or *never*.

1 Elicit or explain that following rules is just as important at home as it is at school (or work). In this case, the 'team' that you're working in is your own family.
2 Students complete the exercise individually and then read and compare their sentences in pairs.

3 Ask students to focus on whether their partner has correctly used *always* or *never* in their sentences when they're reviewing them.

Answers:

Students' own answers.

Skills

- Now that they are able to do the lesson, check with the class that they can work on these skills:

Writing:

- To complete and correct sentences about who objects belong to
- To write rules that you follow at home (Workbook)

Listening: To listen and identify who objects belong to (Workbook)

Speaking:

- To ask and answer questions about who objects belong to
- To complete class and school rules

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 4 SB page 18 WB page 82

Outcomes:

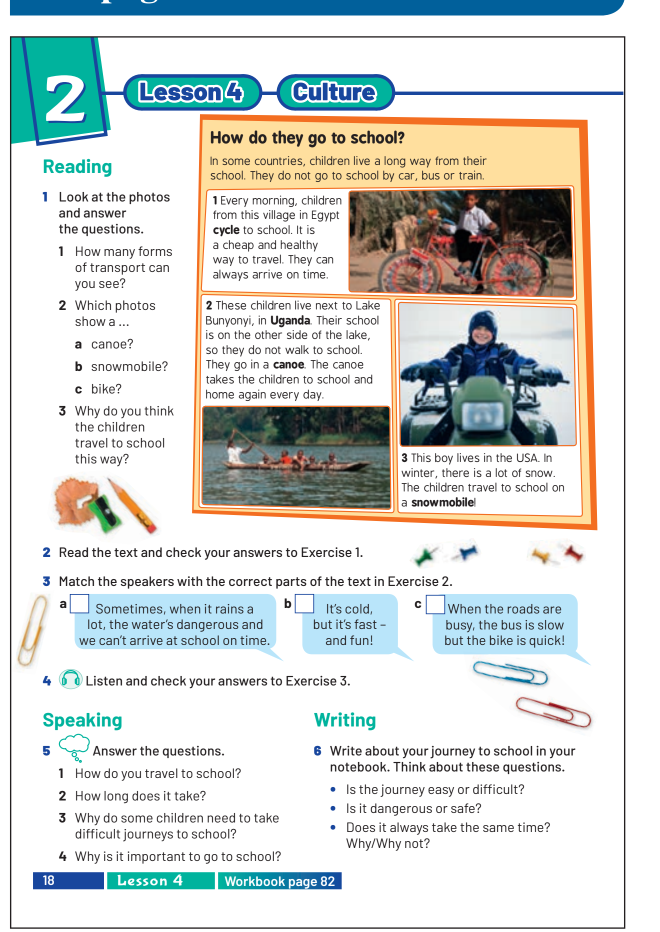
- To read and respond to short familiar texts
- To skim grade appropriate text to get the general idea
- To use context to confirm or self-correct word recognition and understanding
- To ask and answer questions about main ideas in familiar texts
- To express facts and points of view
- To write short, explanatory texts

Language: Prepositions *in* or *on* (Workbook)

Vocabulary: canoe, cycle, snowmobile, Uganda

Life skills: Critical thinking; similarities and differences

SB page 18



2 Lesson 4 Culture

Reading

1 Look at the photos and answer the questions.

1 How many forms of transport can you see?
2 Which photos show a ...
a canoe?
b snowmobile?
c bike?
3 Why do you think the children travel to school this way?

How do they go to school?

In some countries, children live a long way from their school. They do not go to school by car, bus or train.

1 Every morning, children from this village in Egypt **cycle** to school. It is a cheap and healthy way to travel. They can always arrive on time.

2 These children live next to Lake Bunyonyi, in **Uganda**. Their school is on the other side of the lake, so they do not walk to school. They go in a **canoe**. The canoe takes the children to school and home again every day.

3 This boy lives in the USA. In winter, there is a lot of snow. The children travel to school on a **snowmobile**!

2 Read the text and check your answers to Exercise 1.

3 Match the speakers with the correct parts of the text in Exercise 2.

a Sometimes, when it rains a lot, the water's dangerous and we can't arrive at school on time.
b It's cold, but it's fast – and fun!
c When the roads are busy, the bus is slow but the bike is quick!

4 Listen and check your answers to Exercise 3.

Speaking

5 Answer the questions.

1 How do you travel to school?
2 How long does it take?
3 Why do some children need to take difficult journeys to school?
4 Why is it important to go to school?

Writing

6 Write about your journey to school in your notebook. Think about these questions.

- Is the journey easy or difficult?
- Is it dangerous or safe?
- Does it always take the same time? Why/Why not?

18 Lesson 4 Workbook page 82

Reading

1 Look at the photos and answer the questions.

1 Direct students to the photos in the text, but tell them to avoid reading the text while they are looking at the photos.

2 Ask students to read and answer the questions based on what they see in the photos. Tell them to write their answers in their notebooks so it's easier to check them in Exercise 2.

3 Tell students that the options in Question 2 may be new for them, as these are the new vocabulary items students learn in this lesson. Suggest that students focus on a word or words they do know, if possible, and try to guess the meaning of the others, e.g. by linking *snow* with *snowmobile*. You could also refer students to the *Glossary* to check the meaning of these words.

4 In Question 3, tell students that they will need to speculate about the answer based on what they can see in the photos and their existing general knowledge. Students can check their answers after the next exercise.

2 Read the text and check your answers to Exercise 1.

1 Students read the text for gist in order to check their answers to Questions 2 and 3 from the previous exercise.
2 Tell them they will find the words for forms of transport from Question 2 in bold in the text.
3 Ask students to compare their answers to Question 3 in pairs, and then check answers in class.

Answers:

1 three (bike, canoe, snowmobile)
2 a picture 2, b picture 3, c picture 1
3 It is the best way they can travel to school (it is a cheap and healthy way for the children in Egypt; the Ugandan children live on the other side of a lake; the American children travel in snow).

3 Match the speakers with the correct parts of the text in Exercise 2.

1 Ask students to read the texts in the blue speech bubbles and look for words in them which are similar to or connected with the three forms of transport described in the text, e.g. the word *water* in the speech bubble on the left is connected to the second form of transport: *canoe*.
2 Tell students to write down their answers in their notebooks and then to compare answers in pairs. They can check their answers after the next exercise.

4 Listen and check your answers to Exercise 3.

1 Tell students they will listen to the text including the speech bubbles from Exercise 3,
2 Play the recording and ask students to listen and check their answers to Exercise 3.
3 Check answers in class.



Audioscript

Narrator 2: *1*
Narrator: *Every morning, children from this village in Egypt cycle to school. It is a cheap and healthy way to travel.*
Boy: *When the roads are busy, the bus is slow but the bike is quick!*

Narrator 2: *2*
Narrator: *These children live next to Lake Bunyonyi in Uganda. Their school is on the other side of the lake, so they do not walk to school. They go in a canoe. The canoe takes the children to school and home again every day.*
Boy: *Sometimes, when it rains a lot, the water's dangerous and we can't go to school that day.*

Narrator 2: *3*
Narrator: *This boy lives in the USA. In winter, there is a lot of snow. The children travel to school on a snowmobile!*
Boy: *It's cold, but it's fast – and fun!*

Answers:

a2 b3 c1

Speaking

5 Answer the questions.

1 Questions 1 and 2 require students to provide factual information about their own lives, but Questions 3 and 4 require them to use their critical thinking skills to evaluate the reasons and the importance of going to school, especially when this is a difficult thing to do.
2 Give students a few minutes to read the questions and think about their answers to them. Less confident students may need to make notes at this stage.
3 Put students into pairs and ask them to take turns asking and answering the four questions.
4 Conduct whole-class feedback.

Answers:

1 and 2 Students' own answers
3 Because this is the only way they can go to school.
4 Because we all need to learn and study.

Writing

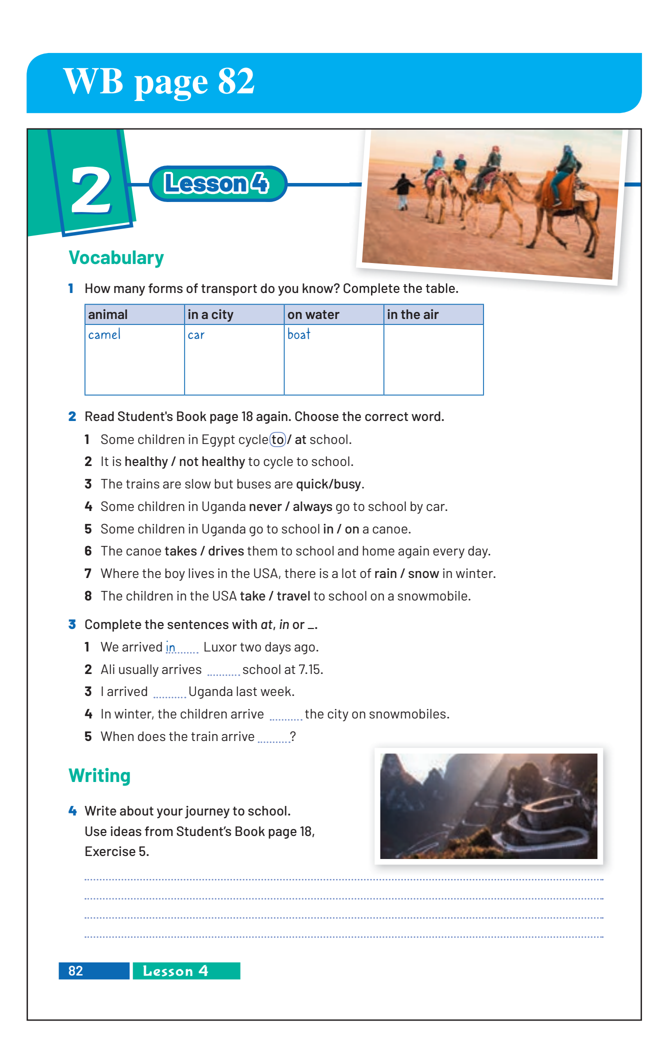
6 Write about your journey to school in your notebook. Think about these questions.

1 Ask them to read the questions and think about their answers to them.
2 Tell students to first make notes on their answers in their notebooks and then write them as complete sentences.
3 Go round and monitor while students are working. Then ask students to read and compare their texts in pairs.

Answers:

Students' own answers

WB page 82



2 Lesson 4

Vocabulary

1 How many forms of transport do you know? Complete the table.

animal	in a city	on water	in the air
camel	car	boat	

2 Read Student's Book page 18 again. Choose the correct word.

1 Some children in Egypt cycle to / at school.
2 It is **healthy / not healthy** to cycle to school.
3 The trains are slow but buses are **quick/busy**.
4 Some children in Uganda **never / always** go to school by car.
5 Some children in Uganda go to school **in / on** a canoe.
6 The canoe **takes / drives** them to school and home again every day.
7 Where the boy lives in the USA, there is a lot of **rain / snow** in winter.
8 The children in the USA **take / travel** to school on a snowmobile.

3 Complete the sentences with *at*, *in* or –.

1 We arrived in .... Luxor two days ago.
2 Ali usually arrives .... school at 7.15.
3 I arrived .... Uganda last week.
4 In winter, the children arrive .... the city on snowmobiles.
5 When does the train arrive ....?

Writing

4 Write about your journey to school. Use ideas from Student's Book page 18, Exercise 5.

82 Lesson 4

Vocabulary

1 How many forms of transport do you know? Complete the table.

1 Tell students to read the headings and the example answers.
2 Ask students to brainstorm vocabulary for forms of transport. They could do this in pairs.
3 Refer students to the *Glossary* to help them find words they are not sure how to write.
4 Conduct whole-class feedback

Suggested answers:

animal	in a city	on water	in the air
camel *horse* *donkey*	car bus train taxi	boat canoe ship	plane helicopter

2 Read Student's Book page 18 again. Choose the correct word.

1 Direct students to page 18 of the Student's Book and ask them to quickly re-read the text about different journeys to school. With a strong class, you could ask them to do the task without re-reading the text.
2 Students complete the task by choosing words that fit with the words that come before and after them.
3 Ask students to compare their answers in pairs.

Answers:

2 healthy 3 quick 4 never 5 in
6 takes 7 snow 8 travel

3 Complete the sentences with *at, in* or - .

1 Ask students to read the sentences and use what they can remember from reading and working with the text on page 18 of the Student's Book to choose the correct options.
2 Refer students back to the text on page 18 of the Student's Book to find or check their answers if necessary.

Answers:

2 at 3 in 4 in 5 at

Writing

4 Write about your journey to school. Use ideas from Student's Book page 18, Exercise 5.

1 Direct students to the photo, which shows a dangerous journey on narrow, winding roads up to the top of a mountain, and ask them to think of an example of a dangerous journey. This could either be a journey they have really been on or one they can imagine.
2 Guide students to go back to the sentences they wrote in their Student's Book page 18 and use them to write their own paragraphs. Explain that they can add more ideas if they want to.
3 Students complete the task individually. They can finish in their notebooks if they need more space. Go around and ask students to review their paragraphs in light of the previous *Writing tip*.
4 Ask students to read and compare their texts in pairs.

Answers:

Students' own answers

Skills

- Nw th t y re ah to dy lessc h ck with y class th t y v wo k d hese sk lls:

Reading:

- To understand an article about different journeys to school
- To read for gist
- To read for specific information

Writing:

- To write about your journey to school
- To write about a dangerous journey (Workbook)

Listening: To match speakers with information in a text

Speaking: To use critical thinking skills to talk about journeys to school

- Gie std n s time to alk e ach h r, d scs sig h se sk lls, a d sk q stin s if th y w an .

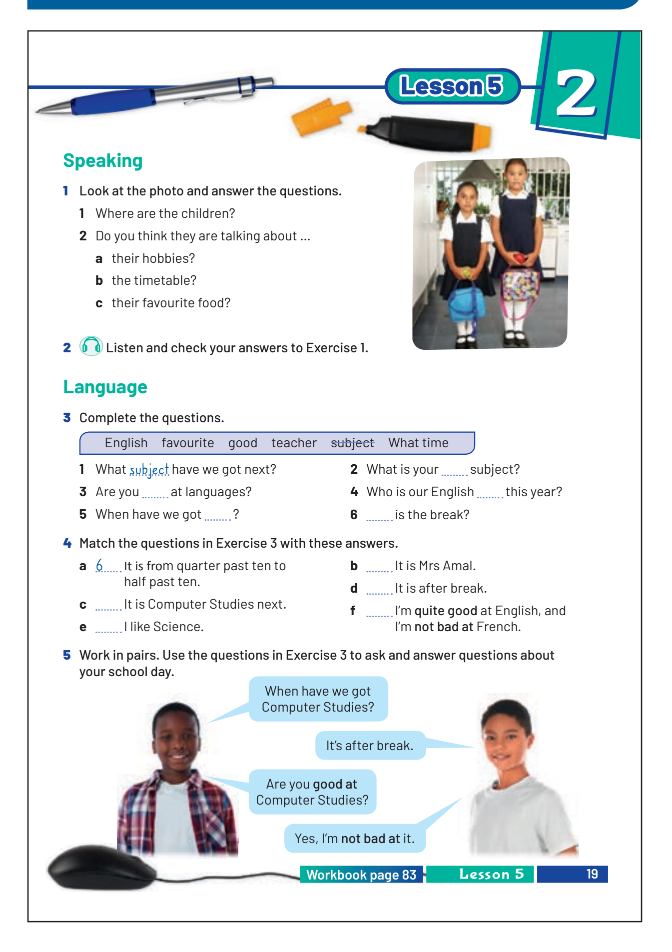
LESSON 5 SB page 19 WB page 83

Outcomes:

- To identify key details in short familiar texts
- To write short informative texts
- To form and use regular and irregular verbs
- To ask and answer questions about main ideas in a familiar text
- To ask and answer questions to get information

Language: The present simple

SB page 19


Lesson 5 2

Speaking

1 Look at the photo and answer the questions.
1 Where are the children?
2 Do you think they are talking about ...
a their hobbies?
b the timetable?
c their favourite food?

2 Listen and check your answers to Exercise 1.

Language

3 Complete the questions.

English favourite good teacher subject What time

1 What *subject* have we got next?
2 What is your .... subject?
3 Are you .... at languages?
4 Who is our English .... this year?
5 When have we got ....?
6 .... is the break?

4 Match the questions in Exercise 3 with these answers.
a *6* It is from quarter past ten to half past ten.
b .... It is Mrs Amal.
c .... It is Computer Studies next.
d .... It is after break.
e .... I like Science.
f .... I'm **quite good** at English, and I'm **not bad at** French.

5 Work in pairs. Use the questions in Exercise 3 to ask and answer questions about your school day.

Workbook page 83 Lesson 5 19

Speaking

1 Look at the photo and answer the questions.

1 Ask students to study the photo closely and think about where the children are.

2 Tell students to read the options in Question 2 and look for visual clues in the photo, i.e. the timetable, which will help them choose the correct option.

3 Ask students to compare their answers in pairs.

Answers:

1 They are at school.
2 b

2 Listen and check your answers to Exercise 1.

1 Tell students that they are now going to listen to the conversation.

2 Play the recording so students can check their answers.

3 Check answers in class. Check that they understand the subject *French*.



Audioscript

Leila: *There's the bell!*
Aya: *What subject have we got next?*
Leila: *Let's look at the timetable. We've got Computer Studies next, in the hall. Hooray!*
Aya: *Computer Studies … I'm not very good at Computer Studies!*
Leila: *I love it! It's my favourite! What's your favourite subject, Aya?*
Aya: *I like Science and languages.*
Leila: *Are you good at languages?*
Aya: *I'm quite good at English, and I'm not bad at French.*
Leila: *Who's our English teacher this year?*
Aya: *It's Mrs Amal.*
Leila: *Oh good. She's really friendly. When have we got English?*
Aya: *It's after break.*
Leila: *What time is break?*
Aya: *It's from quarter past ten to half past ten. Let's meet in the playground and go to the library.*
Leila: *OK!*

Answers:

1 They are at school.
2 b

Language

3 Complete the questions.

1 Elicit or explain that the questions students complete in this exercise are all questions they heard in the conversation they listened to in Exercise 2.
2 Ask students to guess the missing word for each question and write it down in their notebooks.
3 Ask students to compare their completed questions in pairs.
4 Check answers in class. You could play the recording again if necessary.

Answers:

2 favourite 3 good 4 teacher
5 English 6 What time

4 Match the questions in Exercise 3 with these answers.

1 Ask students to read the answers and explain that these are also the answers they heard in Exercise 2.
2 Encourage students to use their memory of the conversation and knowledge of questions about school timetables to match the questions with the answers.
3 Ask students to compare their answers in pairs.
4 Check answers in class.

Answers:

b 4 c 1 d 5 e 2 f 3

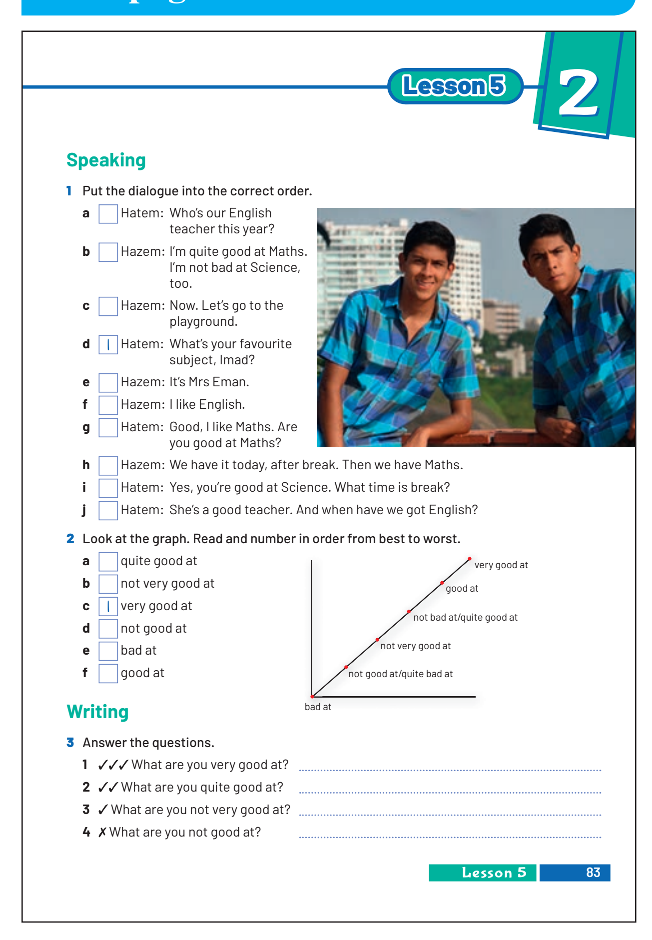
5 Work in pairs. Use the questions in Exercise 3 to ask and answer questions about your school day.

1 Direct attention to the instruction and the model conversation in the speech bubbles.
2 Elicit or explain that the first speaker is using a question from Exercise 3, but with a different school subject (Computer Studies instead of English). Ask students to do the same when they're asking their partner questions.
3 Explain that the second question in the model conversation asks for more information about the subject of Computer Studies and ask students to do the same in their conversations. Tell them that asking follow-up questions to find out more information in this way makes a conversation sound more natural and helps to keep it going.
4 Monitor students' conversations, offering corrections and feedback on the structures they use in their questions and the vocabulary they use in their answers, where appropriate.

Answers:

Students' own answers

WB page 83



Lesson 5 **2**

Speaking

1 Put the dialogue into the correct order.

- a [ ] Hatem: Who's our English teacher this year?
- b [ ] Hazem: I'm quite good at Maths. I'm not bad at Science, too.
- c [ ] Hazem: Now. Let's go to the playground.
- d [1] Hatem: What's your favourite subject, Imad?
- e [ ] Hazem: It's Mrs Eman.
- f [ ] Hazem: I like English.
- g [ ] Hatem: Good, I like Maths. Are you good at Maths?
- h [ ] Hazem: We have it today, after break. Then we have Maths.
- i [ ] Hatem: Yes, you're good at Science. What time is break?
- j [ ] Hatem: She's a good teacher. And when have we got English?

2 Look at the graph. Read and number in order from best to worst.

- a [ ] quite good at
- b [ ] not very good at
- c [1] very good at
- d [ ] not good at
- e [ ] bad at
- f [ ] good at

Writing

3 Answer the questions.

1 ✓✓✓ What are you very good at? ....

2 ✓✓ What are you quite good at? ....

3 ✓ What are you not very good at? ....

4 ✗ What are you not good at? ....

Lesson 5 83

Speaking

1 Put the dialogue into the correct order.

1 Ask students to start with the first sentence in the dialogue (d) and look for a possible answer to it (f), then look for a possible follow-up question to the first question (a). They can then continue ordering the dialogue.

2 Students could complete the task in pairs or complete it individually and then check their answers in pairs.

3 Check answers in class by inviting two stronger students to read the dialogue out loud.

Answers:

a 3 b 8 c 10 d 1 e 4 f 2 g 7 h 6 i9 j 5

2 Look at the graph. Read and number in order from best to worst.

1 Ask the students to look at the simple graph. Explain that you use the expressions to describe how good or bad someone is at doing something.

2 Students complete the task individually.

3 Check answers in class by inviting different students to say a completed question.

Answers:

a 3 b 4 c 1 d 5 e 6 f 2

Writing

3 Answer the questions.

1 Ask students to read the questions and think about which school subjects they could use to answer them. If necessary, clarify that not bad means 'OK, but not great'.

2 Students complete the task individually, writing their answers in complete sentences.

3 Ask students to compare their answers in pairs

Answers:

Students' own answers

Skills

- Now that you are at the end of the lesson, check with your class that you've worked on these skills:

Reading: To order a dialogue

Writing:

- To write about your daily life at school
- To write about the subjects you are good or aren't good at

Listening: To understand a dialogue and check deductions

Speaking:

- To make deductions about a photo
- To ask and answer questions about your school day
- To read a dialogue in the correct order

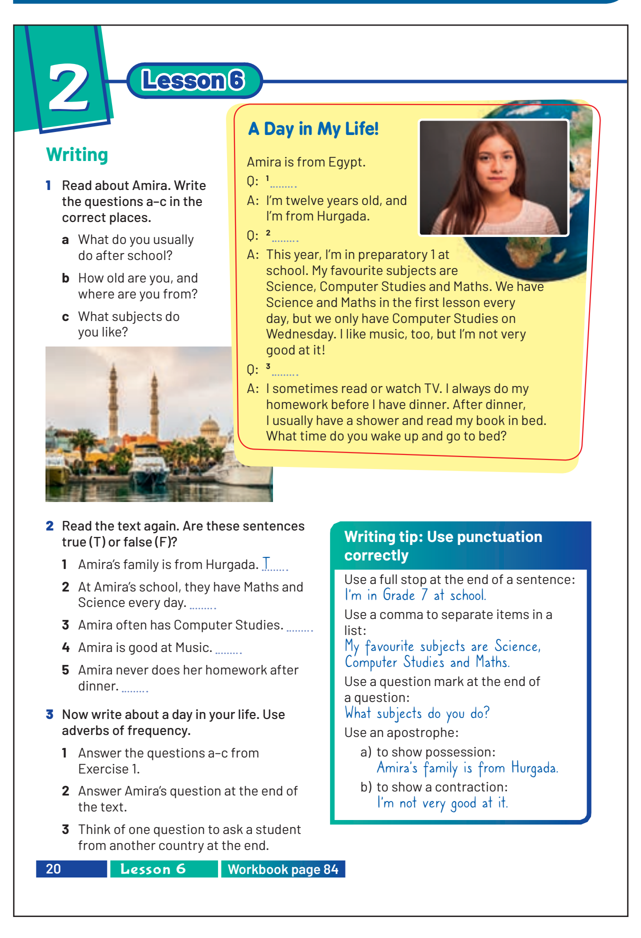
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6   SB page 20   WB page 84

Outcomes:

- To skim grade-appropriate text to get the general idea
- To identify key details in short familiar texts
- To write short informative/explanatory texts
- To demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing

SB page 20



2 Lesson 6

Writing

1 Read about Amira. Write the questions a–c in the correct places.

a What do you usually do after school?

b How old are you, and where are you from?

c What subjects do you like?

A Day in My Life!

Amira is from Egypt.

Q: 1 ....

A: I'm twelve years old, and I'm from Hurgada.

Q: 2 ....

A: This year, I'm in preparatory 1 at school. My favourite subjects are Science, Computer Studies and Maths. We have Science and Maths in the first lesson every day, but we only have Computer Studies on Wednesday. I like music, too, but I'm not very good at it!

Q: 3 ....

A: I sometimes read or watch TV. I always do my homework before I have dinner. After dinner, I usually have a shower and read my book in bed. What time do you wake up and go to bed?

2 Read the text again. Are these sentences true (T) or false (F)?

1 Amira's family is from Hurgada. T

2 At Amira's school, they have Maths and Science every day. ....

3 Amira often has Computer Studies. ....

4 Amira is good at Music. ....

5 Amira never does her homework after dinner. ....

3 Now write about a day in your life. Use adverbs of frequency.

1 Answer the questions a–c from Exercise 1.

2 Answer Amira's question at the end of the text.

3 Think of one question to ask a student from another country at the end.

Writing tip: Use punctuation correctly

Use a full stop at the end of a sentence:
I'm in Grade 7 at school.

Use a comma to separate items in a list:
My favourite subjects are Science, Computer Studies and Maths.

Use a question mark at the end of a question:
What subjects do you do?

Use an apostrophe:
a) to show possession:
Amira's family is from Hurgada.
b) to show a contraction:
I'm not very good at it.

20 Lesson 6 Workbook page 84

Writing

1 Read about Amira. Write the questions a–c in the correct places.

1 Direct students to the text. Ask students to read Amira's answers quickly and guess which questions they answer.

2 Direct students to the questions and ask them to match them with the answers in the text. Encourage them to look for keywords and phrases that will help them, e.g. numbers for age and place names for the first question.

3 Ask students to compare their answers in pairs.

Answers:

1 b   2 c   3 a

2 Read the text again. Are these sentences true (T) or false (F)?

1 Ask students to read the sentences and predict if they are true or false based on what they can remember from reading the text.

2 Tell students to read the text again and look for the specific information in the sentences, so they can check their predictions.

3 Ask students to compare their answers in pairs.

Answers:

2 T   3 F (she only has it on Wednesdays)
4 F (she's not very good at it)   5 T

3 Now write about a day in your life. Use adverbs of frequency.

1 Ask students to read the questions and make notes on their answers in their notebooks. Suggest that students write a question on the topic of daily life, school subjects or journeys to school in response to the third point.

2 Refer students to the *Adverbs of frequency* language box on page 14 of the Student's Book to remind them how to use adverbs of frequency correctly, if necessary.

3 Before they start writing, refer students to the *Writing tip* box on this page and ask them to read it. Explain that they have learned these punctuation marks in the Primary stage and that they have to review their writing in light of them. You could then check students' understanding of its contents by asking them a few quick questions, e.g. *What do you use at the end of a question? (a question mark) What do you use at the end of a sentence? (a full stop) What do you use between words in a list? (a comma)*. Remind students to use the appropriate punctuation in their texts.

4 Students then write their texts individually. Go round and monitor while they are working.

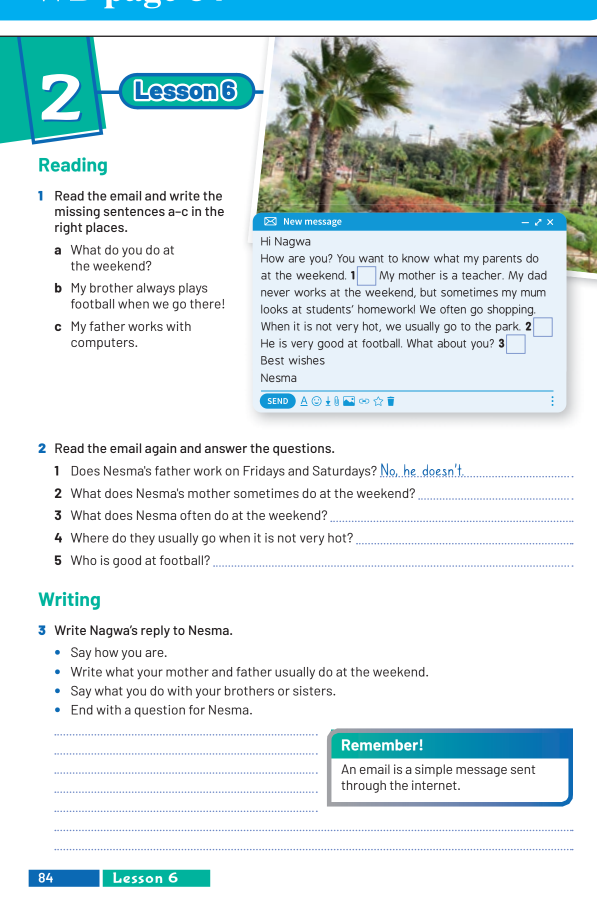
5 Ask students to read and compare their texts in pairs and give each other feedback. In their feedback, they should focus on their partner's

use of adverbs of frequency, structures for giving the time, vocabulary for school subjects and correct punctuation.

Answers:

Students' own answers

WB page 84


2 Lesson 6

Reading

1 Read the email and write the missing sentences a–c in the right places.

a What do you do at the weekend?
b My brother always plays football when we go there!
c My father works with computers.

New message
Hi Nagwa
How are you? You want to know what my parents do at the weekend. 1 [ ] My mother is a teacher. My dad never works at the weekend, but sometimes my mum looks at students' homework! We often go shopping. When it is not very hot, we usually go to the park. 2 [ ] He is very good at football. What about you? 3 [ ]
Best wishes
Nesma
SEND

2 Read the email again and answer the questions.

1 Does Nesma's father work on Fridays and Saturdays? No, he doesn't.
2 What does Nesma's mother sometimes do at the weekend? ……
3 What does Nesma often do at the weekend? ……
4 Where do they usually go when it is not very hot? ……
5 Who is good at football? ……

Writing

3 Write Nagwa's reply to Nesma.

- Say how you are.
- Write what your mother and father usually do at the weekend.
- Say what you do with your brothers or sisters.
- End with a question for Nesma.

Remember!
An email is a simple message sent through the internet.

84 Lesson 6

Reading

1 Read the email and write the missing sentences a–c in the right places.

1 Direct students to read the email and guess what information could come in the three gaps.
2 Students read the missing sentences and writing the letters in the right places.
3 Ask students to compare their answers in pairs.

Answers:

a 3 b 2 c 1

2 Read the email again and answer the questions.

1 Ask students to read the questions so they know what information to look for in the text.
2 Students complete the task individually. Remind them to write their answers in complete sentences.
3 Ask students to compare their answers in pairs.

Answers:

2 She sometimes looks at students' homework.
3 She often goes shopping.
4 They go to the park.
5 Lama's / Her brother is very good at football..

Writing

3 Write Nagwa's reply to Nesma.

1 Tell students to imagine that they are Nagwa and they have received the email they read in Exercises 1 and 2.
2 Students read the instructions and write their sentences. Make sure they include all the points listed.
3 Ask students to read and compare their email replies in pairs.
4 You can take in their work to mark.

Answers:

Students' own answers

Skills

- Now that they are about to end the lesson, check with the class that they have worked on these skills:

Reading:

- To read for gist
- To read and find specific information
- To understand and complete an email

Writing:

- To write an informative/explanatory text about your life
- To write a reply to an email
- To use punctuation correctly

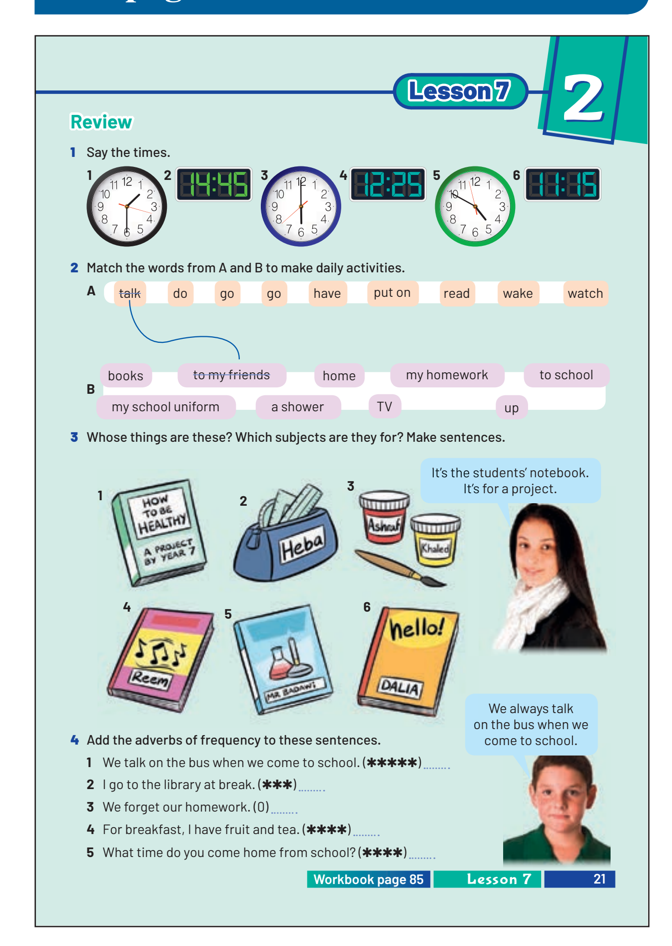
- Give students time to talk to each other, discuss using these skills, and ask questions if they want.

LESSON 7 SB page 21 WB page 85

Outcomes:

- To review vocabulary and structures from the unit

SB page 21


Lesson 7
2
Review
1 Say the times.
1 2 14:45 3 4 12:25 5 6 11:15
2 Match the words from A and B to make daily activities.
A talk do go go have put on read wake watch
B books to my friends home my homework to school my school uniform a shower TV up
3 Whose things are these? Which subjects are they for? Make sentences.
1 HOW TO BE HEALTHY A PROJECT BY YEAR 7
2 Heba
3 Ashraf Khaled
4 Reem
5 MR BADAWI
6 hello! DALIA
It's the students' notebook. It's for a project.
We always talk on the bus when we come to school.
4 Add the adverbs of frequency to these sentences.
1 We talk on the bus when we come to school. (*****) ....
2 I go to the library at break. (***) ....
3 We forget our homework. (0) ....
4 For breakfast, I have fruit and tea. (****) ....
5 What time do you come home from school? (****) ....
Workbook page 85 Lesson 7 21

Review

1 Say the times.

1 Ask students to study the clocks carefully and then take turns saying the times in pairs.

2 Tell them they can use the long form for the time (e.g. half past one) or the shorter numerical form (e.g. one thirty).

Answers:

1 **H**alf past one / **O**ne thirty
2 **A** quarter to three / **T**wo forty-five
3 **S**ix o'clock
4 **T**wenty-five past twelve / **T**welve twenty-five
5 **T**en to five / **F**our fifty
6 **A** quarter past eleven / **E**leven fifteen

2 Match the words from A and B to make daily activities.

1 Tell students to start by reading the verbs and think about possible nouns that could follow them.

2 Ask students to read the noun phrases and match the verbs with the nouns.

3 Draw students' attention to the fact that you say go to school, but go home (not go to home).

Answers:

talk to my friends, do my homework, go home, go to school, have a shower, put on my school uniform, read books, wake up, watch TV

3 Whose things are these? Which subjects are they for? Make sentences.

1 Direct students to the speech bubble and draw attention to the use of apostrophes in it. Elicit or explain that the first *'s* in the first sentence (*It's*) is a contraction, but the second *'s* in the first sentence (*students'*) shows possession, and in this example it's the plural form of the possessive *'s*.

2 Ask students to look closely at the objects, identify them and then write pairs of sentences like the pair in the speech bubble. Remind them to consider whether they need the singular or plural form of the possessive 's in the first sentence in each pair

3 Ask students to compare their answers in pairs by reading their sentences out loud to each other.

Answers:

It's Heba's pencil case. It's for Maths.
It's Ashraf and Khaled's paint. It's for Art.
It's Reem's book. It's for Music.
It's Mrs Badawi's book. It's for Science.
It's Dalia's book. It's for English.

4 Add the adverbs of frequency to these sentences.

1 Refer students to Exercise 5 on page 15 of the Student's Book and the sentences they wrote in their notebooks for this exercise to remind them how to use adverbs of frequency in sentences.
2 Students read the sentences and then re-write them in their notebooks with the adverb of frequency in the correct place.
3 Tell students to use the example sentence in the speech bubble to help them do this.
4 Ask students to compare their answers in pairs.

Answers:

1 We always talk on the bus when we come to school.
2 I sometimes go to the library at break.
3 We never forget our homework.
4 For breakfast, I usually have fruit and tea.
5 What time do you usually come home from school?

WB page 85

Lesson 7 **2**

Review

1 Read and match.

1 [b] Arabic
2 [ ] Art
3 [ ] Computer Studies
4 [ ] English
5 [ ] Maths

a We learn about numbers in this lesson.
b It is the language of Arab countries.
c We paint and draw in this lesson.
d We use a mouse in this lesson.
e It is the language of England.

2 Complete the times.

1 12:40 2 (clock) 3 4:35 4 (clock)

1 It is twenty to one.
2 It is ten .... three.
3 It is thirty-five .... four.
4 It is .... past ....

3 Choose the correct answer from a, b, c or d.

1 It is .... very hot in the summer.
a never b sometimes c often (d usually)
2 We .... speak English during our English lessons.
a never b sometimes c always d often
3 We .... go to school on Fridays.
a never b sometimes c always d often
4 We .... go to the beach in winter.
a never b always c usually d sometimes

4 Quiz! Can you match the flags and the countries?

1 [b] Uganda
2 [ ] Egypt
3 [ ] England and Scotland
4 [ ] the USA

a b c d

5 Now make sentences about the flags in Exercise 4.

1 It is Uganda's flag. 2 ....
3 .... 4 ....

Lesson 7 85

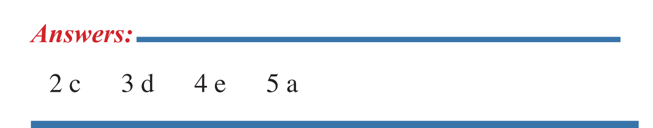
Outcomes:

- To review the vocabulary and structures in this unit

Review

1 Read and match.

1 Refer students to the *Glossary* to check the meaning of vocabulary for school subjects if necessary.
2 Students complete the task individually.
3 Ask students to compare their answers in pairs.

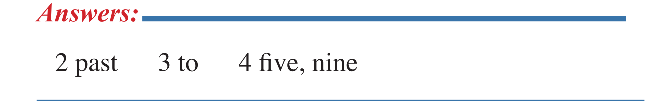


Answers:

2 c 3 d 4 e 5 a

2 Complete the times.

1 Ask students to read the sample answer and to do the same with the remaining sentences.
2 Check answers in class and invite different students to say the times.



Answers:

2 past 3 to 4 five, nine

3 Choose the correct answer from a, b, c or d.

1 Refer students to the *Adverbs of frequency* language box on page 14 of the Student's Book if necessary.
2 Students complete the task individually.
3 Ask students to compare their answers in pairs. Then check answers as a class.



Answers:

2 c 3 a 4 d

4 Quiz! Can you match the flags and the countries?

1 This exercise tests students' general knowledge of flags, while incorporating a new vocabulary item from this unit: *Uganda*.
2 Students could complete the task in pairs. See who can finish first!
3 Check answers in class.

Answers:

2 a   3 d   4 c

5 Now make sentences about the flags in Exercise 4.

1 Ask students to read the sample answer and notice that they will need to use the possessive *'s* to write sentences about which country each flag belongs to.
2 Students complete the task individually.
3 Ask students to compare their answers in pairs.

Answers:

1 It is Uganda's flag.
2 It is Egypt's flag.
3 It is England and Scotland's flag.
4 It is the USA's flag.



SB pages 22-31 WB pages 86-92

OBJECTIVES

Reading

A description of a sports star; a blog post; *Alice's Adventures in Wonderland*

Writing

Writing a blog post about a friend

Listening

Descriptions of people

Video

Football in Egypt

Speaking

Describing people; talking about likes and dislikes

Language

have / has got; can / can't; verbs + *-ing*

Life Skills

Respect for diversity:

• Respect the opinions of others

• Solicit and respect multiple and diverse perspectives to broaden and deepen understanding

Values

Self-esteem

Issues

Discrimination against people with special needs

LESSON 1 SB pages 22-23 WB page 86

Outcomes:

- To read a range of high-frequency words
- To scan photos for information
- To research information about an author
- To scan the unit for specific information
- To listen for and identify specific information
- To describe yourself and a friend
- To write a description of people

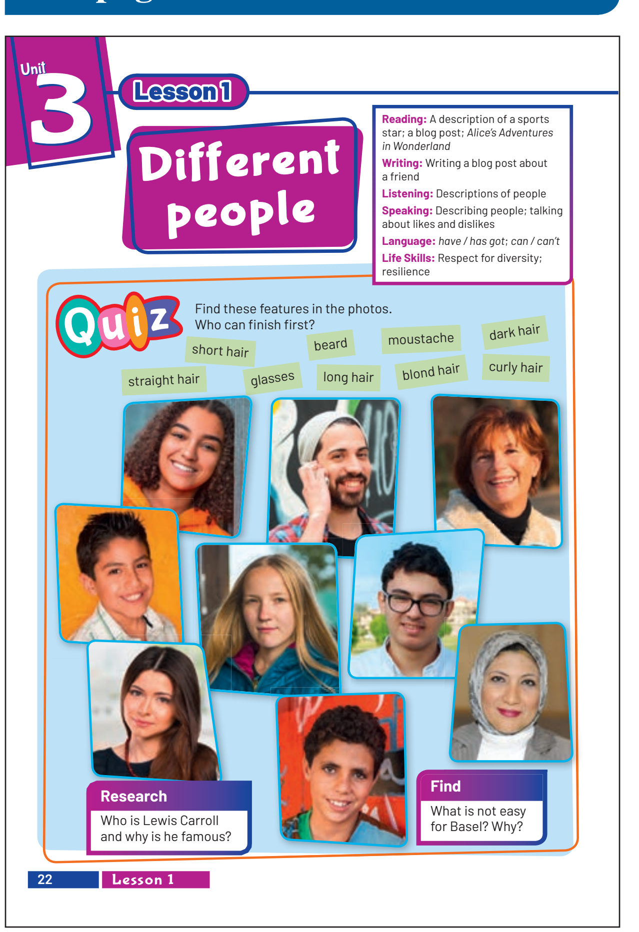
Language: To use *has/have got*

Life Skills: To scan read

Before using the book:

- Draw students' attention to the people in the pictures in the quiz. Point to the girl in the top left-hand corner and elicit her hair colour (brown). Then point to the girl with blonde hair and elicit her hair colour (blond). Ask *Are they the same?* (no). Elicit *Are they different?* (yes).
- Write the title of the unit *Different people* on the board and ask the students what they think the unit is about (talking about different people).

SB page 22



Quiz

1 Direct students attention to the pictures in the quiz box. Ask them to work in pairs to find the features in the photos. Check the answers as a whole class.

2 Ask students which of the features in the boxes they have, then ask *Which ones does your partner have?*

Answers:

Top-left: curly hair, long hair;
Top-middle: moustache, beard;
Top-right: short hair, straight hair;
Middle-left: dark hair, short hair;
Middle-middle: long hair, blond hair, straight hair;
Middle-right: short hair, dark hair, glasses;
Bottom-left: dark hair, straight hair, long hair;
Bottom-middle: short hair, dark hair, curly hair

Research

1 Ask the students to look at the question in the *Research box* and ask them what they think the answer is. Encourage them to give reasons for their answers.
2 Tell them that they are going to find out the answer by carrying out an internet search. Ask *What do I type into the search engine to find the information?*
3 The students then work in pairs to carry out their research. Alternatively, students can complete the task for homework and report back to the class.
4 Ask the students to report their findings to the rest of the class. Ask students *Which stories do you know in English?*

Answers:

Lewis Carroll is a writer. His famous book is *Alice's Adventures in Wonderland.*

Find

1 Explain to students that in this exercise, the answer is somewhere else in the unit. Put students into pairs and treat this exercise as a game: who can find the answer first? If students are struggling, give them a clue, e.g. *It's on page 30* or *It's in a text.*
2 When students have found the answer (It's not easy for Basel to travel around school), refer students to the photo, elicit wheelchair and ask why they think this is, (teach door, steps and stairs by drawing them on the board).

Answers:

(*See Who's your best friend?* text, page 30) It's not easy for Basel to travel around school (because he can't walk).

SB page 23


Lesson 1 3

Language

1 Listen. Tick (✓) the picture of Samir.

A B C D

2 Listen again. Answer the questions.
1 Has Samir got short hair? Yes, he has.
2 Has Samir got curly hair? ....
3 Has Samir got blond hair? ....
4 Has he got glasses? ....
5 Has Samir's dad got a beard? ....

Remember!
Has he got a beard? Yes, he has.
Has he got glasses? No, he hasn't.

3 What do you look like? Work in pairs. Describe your family.

I've got short, curly hair. My brother's got straight hair.
I haven't got glasses. My sister has got glasses.

Have / Has got
I / You / We / They **have got ('ve got)** dark hair.
I / You / We / They **have not (haven't)** got blond hair.
He / She **has got ('s got)** curly hair.

Speaking

4 Choose a friend. Then ask and answer.

Has your friend got straight hair?
No, she hasn't.
Has she got glasses?
Yes, she has.
Is it Marwa?
Yes, it is!

Workbook page 86 Lesson 1 23

Language

1 Listen. Tick (✓) the picture of Samir.

1 Look at the pictures with the class and ask them to describe what they can see. Start with the big picture. Point to the two people in the foreground and ask *Who are they? Where are they?* Tell the students that they are going to listen to a description of a friend and his dad. Students listen and tick the correct picture.
2 Play the recording for students to listen and tick the correct picture. Then ask them to compare their answers with a partner. If necessary, play the recording a second time before checking the answers as a whole class.

Answers:

Samir is the boy in Picture b.



Audioscript

Mazin: *There's my friend, Samir.*
Mum: *I don't know Samir. What does he look like?*
Mazin: *He's got short, dark hair.*
Mum: *Oh, I think I can see him. Has he got glasses?*
Mazin: *No, he hasn't. His dad's with him.*
Mum: *Has Samir's dad got a beard?*
Mazin: *Yes, he has.*
Mum: *Oh, yes. I can see Samir now.*

Remember!

Read the questions and short answers with the class.

Point to the first picture on page 22 and ask *Has she got short hair? (No, she hasn't.)* Continue asking questions around the class in the third person, then ask students questions about themselves, eliciting both positive and negative responses, e.g. *Have you got glasses?*

2 Listen again. Answer the questions.

1 Read through the questions with the class.
2 If you have a strong class, put them into pairs and ask them to complete the sentences before they listen again. To help them, remind them which is the correct picture. Play the recording for students to check their answers. Otherwise, play the recording as normal. If necessary, pause the recording after each answer to give students time to write.
3 Check the answers around the class.

Answers:

2 No, he hasn't.
3 No, he hasn't.
4 No, he hasn't.
5 Yes, he has.

3 What do you look like? Work in pairs. Describe your family.

1 Look at the photos and read the speech bubbles with the class. Tell students about your hair, then elicit *I've got* ... from a strong student. Continue around the class, eliciting sentences with *I've got* ... .
2 Look at the language box with the class. Ask students what is different about the verb with *he/ she* (we use *has* not *have*). Explain that usually when we are talking, we use the short form *'ve got/'s got*. Look at the photos on page 22 again and ask individual students to describe the people in the pictures using the target vocabulary.
3 Put students into pairs and read the instruction with the class. If necessary, elicit family member names from the class and write these on the board. Students then work in pairs to take turns to describe their appearance and their family's appearance. Encourage partners to ask questions, e.g. *Has your mother got glasses?* Give pairs two minutes to talk. When students have finished, elicit some descriptions from around the class.

Answers:

Students' own answers.

Speaking

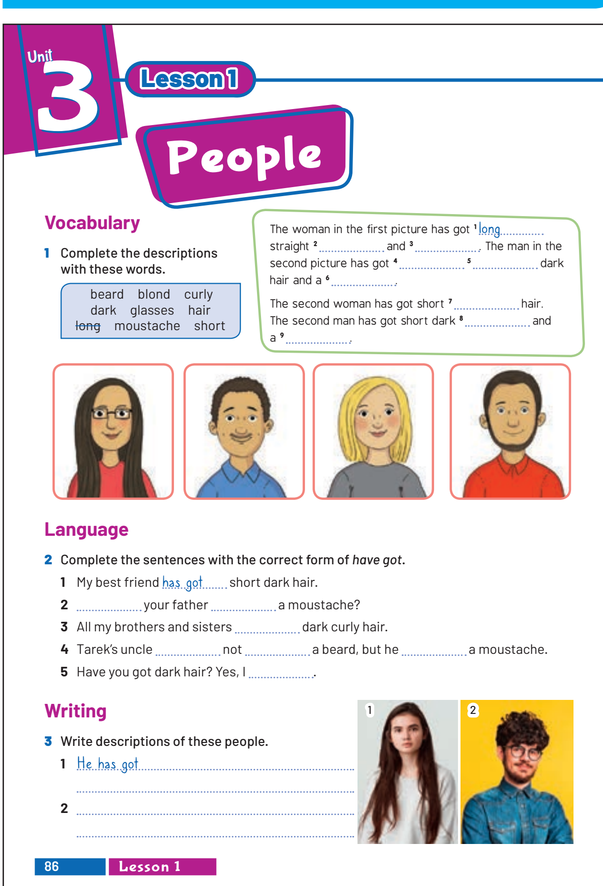
4 Choose a friend. Then ask and answer.

1 Demonstrate the exercise with a student by asking the questions in the speech bubbles. Swap roles with a strong student, asking you questions about another student in the class.
2 Put students into pairs and ask them to take turns to ask and answer. Remind them to use the phrases in the *Remember!* box if they get stuck. Go round and monitor students, noting any good examples, but don't correct them at this stage.
3 Give students two minutes to complete the exercise, then invite pairs to ask and answer for the class.

Answers:

Students' own answers.

WB page 86



Unit 3 Lesson 1

People

Vocabulary

1 Complete the descriptions with these words.

beard blond curly dark glasses hair ~~long~~ moustache short

The woman in the first picture has got [1] long .... straight [2] .... and [3] .... The man in the second picture has got [4] .... [5] .... dark hair and a [6] ....

The second woman has got short [7] .... hair. The second man has got short dark [8] .... and a [9] ....

Language

2 Complete the sentences with the correct form of *have got*.

1 My best friend has got short dark hair.
2 .... your father .... a moustache?
3 All my brothers and sisters .... dark curly hair.
4 Tarek's uncle .... not .... a beard, but he .... a moustache.
5 Have you got dark hair? Yes, I ....

Writing

3 Write descriptions of these people.

1 He has got ....
2 ....

86 Lesson 1

Vocabulary

1 Complete the descriptions with these words.

1. Before students open their books, brainstorm words to describe people with the class. Write them on the board as students call them out.
2. Students open their books. Point to the pictures and ask individual students to point out some descriptive features from each picture. Don't correct them at this stage. Review 'first' and 'second' by pointing to the pictures. This will help students when they complete the descriptions.
3. Refer students to the description and read through the words in the box with the class. Ask students to look at the pictures and complete the descriptions with the words in the box individually, then check their answers in pairs.
4. Read the paragraph and elicit answers around the class.

Answers:

2 hair 3 glasses 4 short 5 curly
6 moustache 7 blond 8 hair 9 beard

Language

2 Complete the sentences with the correct form of *have got.*

1. Before students do the exercise, review the rules for forming *have got,* especially with the third person singular. For weaker classes, you might like to write these on the board. If necessary, read through the language box on page 23 of the Student's Book again.
2. Read the instruction with the class and ask them to complete the exercise individually. When they have finished, ask them to compare their answers with a partner.
3. Invite different students to give their answers.

Answers:

2 Has, got 3 have got 4 has, got, has got 5 have

Writing

3 Write descriptions of these people.

1. Ask students to look at the two photos and explain they are going to write about the people.
2. Put students into pairs and ask them to write in their notebook as many features as they can for each person in the photos. For weaker classes, you could check students' answers at this point. Students should have at least three words for each picture.
3. Ask the students to work in pairs to create sentences about each person using the words they have written down. Alternatively, if you have a strong class, students can do this part of the exercise individually, then compare with a partner.
4. Invite different students to read their answers to the class.

Suggested answers:

1 She has got long, straight, dark hair.

2 He has got short, dark, curly hair, glasses, a moustache and a beard.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write a description of two people (Workbook)

Listening: To listen to a talk about a boy

Speaking: To talk about appearance

Vocabulary: short hair, beard, moustache, dark hair, straight hair, glasses, long hair, blond hair, curly hair

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 24-25 WB page 87

Outcomes:

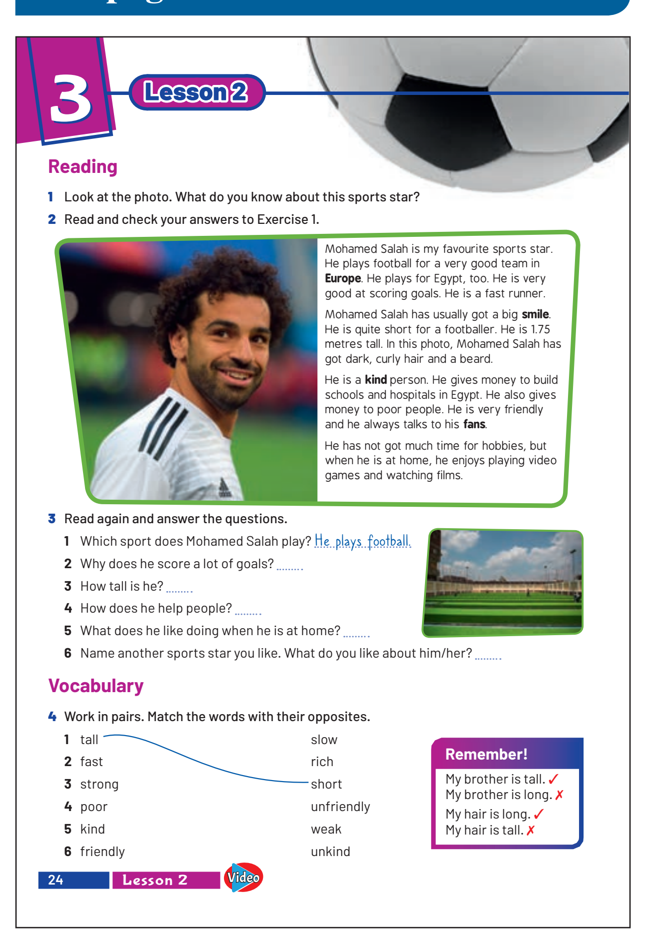
- To read for specific information
- To use context to confirm or self-correct word recognition, rereading as necessary
- To understand and match opposites of adjectives
- To explain the function of adjectives
- To listen for specific information
- To describe your favourite sports star
- To describe ability

Video: To understand a video about football in Egypt

Vocabulary: Europe, goal, score, smile; tall – short; fast – slow; strong – weak; poor – rich; kind – unkind; friendly – unfriendly

Language: To practise using *can/can't*

SB page 24



3 Lesson 2

Reading

1 Look at the photo. What do you know about this sports star?

2 Read and check your answers to Exercise 1.

Mohamed Salah is my favourite sports star. He plays football for a very good team in **Europe**. He plays for Egypt, too. He is very good at scoring goals. He is a fast runner.

Mohamed Salah has usually got a big **smile**. He is quite short for a footballer. He is 1.75 metres tall. In this photo, Mohamed Salah has got dark, curly hair and a beard.

He is a **kind** person. He gives money to build schools and hospitals in Egypt. He also gives money to poor people. He is very friendly and he always talks to his **fans**.

He has not got much time for hobbies, but when he is at home, he enjoys playing video games and watching films.

3 Read again and answer the questions.

1 Which sport does Mohamed Salah play? He plays football.
2 Why does he score a lot of goals? ....
3 How tall is he? ....
4 How does he help people? ....
5 What does he like doing when he is at home? ....
6 Name another sports star you like. What do you like about him/her? ....

Vocabulary

4 Work in pairs. Match the words with their opposites.

1 tall	slow
2 fast	rich
3 strong	short
4 poor	unfriendly
5 kind	weak
6 friendly	unkind

Remember!
My brother is tall. ✓
My brother is long. ✗
My hair is long. ✓
My hair is tall. ✗

24 Lesson 2 Video

Reading

1 Look at the photo. What do you know about this sports star?

1 Point to the photo of the football and ask students what it is. Then draw students' attention to the photo of the person and ask them what they think the text is about (a footballer).

2 Review the vocabulary from the last lesson by asking students to describe the footballer, e.g. *He's got short, dark, curly hair, a beard and a moustache.*

3 Ask the students who the person in the photo is. Ask them if they can tell you anything about him. Don't confirm students' answers at this stage.

Answers:

Students' own answers.

2 Read and check your answers to Exercise 1.

1 Ask students to read the text quickly to check who the sports star is.

2 Elicit the answer and ask students what else they can remember from the text.

Answers:

Mohamed Salah, an Egyptian footballer (plus students' own answers)

3 Read again and answer the questions.

1 Before students do the exercise, draw their attention to the new words in the text in bold. Put students into pairs and ask them to look at the words in context and to decide on their meaning together. If students are not sure, they can look them up in the glossary at the back of the Student's Book.

2 Read the instruction with the class then read through the questions to check for understanding.

3 Give students two or three minutes to complete the exercise individually or in pairs. If students complete the exercise individually, give them a minute to compare their answers with a partner.

4 Check the answers around the class, then ask students what else they can remember about Mohamed Salah, e.g. *He has a big smile; he is short.*

Answers:

2 He is a fast runner.

3 He is 1.75 metres tall.

4 He gives money to build schools and hospitals in Egypt. He also gives money to poor people.

5 He likes/enjoys playing video games and watching films.

6 Students' own answers.

Vocabulary

4 Work in pairs. Match the words with their opposites.

1 Explain to students that they have to match the opposite adjectives in the exercise.

2 Read through the adjectives 1–6 and ask students to find them in the text in pairs. This will give them some context to match any difficult adjectives.

3 Students then complete the exercise. Tell them to match the ones they know first then come back to any difficult words. Monitor and help where necessary.

4 Check the answers with the class, then ask students if they can say a sentence with one of the adjectives, to check understanding, e.g. *Poor people don't have a lot of money*.

Remember!

1 Draw students' attention to the box and ask a student to read the sentence pairs.

2 Draw a vertical and horizontal line with arrows at either end. Write *tall* against the vertical line and *long* against the horizontal line. Tell students that only things which go up are *tall*. Ask students what the opposite of tall and long is (*short*).

Answers:

2 fast/slow 3 strong/weak 4 poor/rich
5 kind/unkind 6 friendly/unfriendly

Video

1 Tell students they are going to watch a video about football. Ask students to listen and watch and try to remember three things from the video.

2 Play the recording for the class to watch. Elicit students' ideas and write them on the board.

3 Play the recording again and pause after each idea on the board for students to confirm.

4 Ask students to ask and answer the questions at the end of the video with a partner.

5 As a follow-up, students could make a poster about their favourite sport. Students can do this in class in small groups or individually for homework. If you have the facility, students can put their posters up around the room for other students to read and leave comments on. Have a class vote on the best poster.

Videoscript

Of course, football is a popular sport in Egypt There are many excellent Egyptian footballers. Mohammed Salah is one of the best players in the world.He's played for some famous football clubs in

England and Italy.
Hossam Hassan, Mido and Essam el Hadary are all famous Egyptian footballers. They played football for teams in Africa and Europe.
People love playing it… and watching it.
Thousands of people go to see football clubs like Al Ahly… and El-Zamalek.
The country's national side are known as the Pharaohs.
They often play in the World Cup. This is a tournament for the best teams in the world.
The Pharaohs sometimes win a tournament called the Africa Cup of Nations. This is a competition for countries in Africa. In 2019, it was in Egypt!
Do you like playing football?
Do you like watching football?

SB page 25


Lesson 2 3

5 Complete the sentences with the correct adjectives.
1 I'm not good at running. I'm very slow.
2 A giraffe is a .... animal.
3 Nader always talks nicely to people. He's very ....
4 My grandma sometimes gives me presents. She's ....
5 We can give money to help .... people.
6 I can't pick up that box. My arms are ....

Language

6 Listen and circle the correct words.
1 Doaa Elghobashy plays volleyball / basketball for Egypt.
2 She's 160 / 180 cm tall.
3 She's strong and she's fast / slow.
4 She can / cannot jump very high.
5 She's funny / friendly.

can / can't
We use *can* to say what we are able to do:
We **can** give money to help poor people.
We use *cannot / can't* to say what we are not able to do:
I **can't** pick up that box. My arms are weak.

Speaking

7 Describe your favourite sports star.
My favourite sports star is ...
He/She plays squash/tennis/volleyball ...
He's/She's (quite/very) tall/fast/strong.
He's/She's got (quite/very) long/short hair and ...
He/She can jump high/score goals ...

Workbook page 87 Lesson 2 25

5 Complete the sentences with the correct adjectives.

1 Read through the sentences and check for understanding. Pre-teach *giraffe* if necessary. Explain to students that they have to complete the sentences with the adjectives from Exercise 4.
2 Ask students to complete the rest of the sentences with the adjectives. Remind them to use each adjective once only.
3 Invite different students to read out the completed sentences and check the answers.

Answers:

2 tall 3 friendly 4 kind 5 poor 6 weak

Language

6 Listen and circle the correct words.

1 Look at the picture of the ball in the top-right hand side of the page and ask students which sport they think the woman in the photo plays (volleyball).
2 Explain to students that they are going to listen about a sports star who plays volleyball. Ask them what they know about her and write any ideas on the board.
3 Read through the questions with the class and elicit the meaning of *funny* (makes people laugh). Then play the recording for students to circle the correct answer.
4 Ask students to check their answers in pairs, then play the recording for them to check their answers.
5 Check the answers as a whole class, playing the recording again if necessary. As a follow-up, ask students what other things they can remember about Doaa, (she plays volleyball for Egypt; she's strong; she always has a big smile).
6 Read the language box with the class, then ask students if they can remember what Doaa can do (*She can jump very high*). Tell students what you can do, e.g. *I can run fast*. Then ask a strong student: *What can you do?* Ask individual students around the class.
7 Tell students what you can't do, e.g. *I can't swim*. Then ask a strong student: *What can't you do?* Ask individual students around the class.



Audioscript

My favourite sports star is Doaa Elghobashy. She plays volleyball for Egypt. She's very tall. She's 180 centimetres tall. She's strong and she's fast. She can jump very high! She's friendly. She always has a big smile.

Answers:

2 180 3 fast 4 can 5 friendly

Speaking

7 Describe your favourite sports star.

1 Read through the instruction and the prompts with the class.

2 Elicit from students their favourite sport stars. If they don't have one, they could talk about a good sports person from their school. Make sure everybody has someone to talk about.

3 Put students into pairs and give them two or three minutes to talk about their sports star. Then ask individual student to tell the class about their partner's favourite star. Correct any errors with *can*/*can't*. Write the correct language on the board.

Answers:

Students' own answers.

WB page 87

Lesson 2

3

Vocabulary

1 Choose the correct words.

1 A baby bird is very **weak** / **poor**. It cannot fly for many days.
2 A plane is very **tall** / **fast**. It can go at 900 km/h.
3 My aunt is very **kind** / **friendly**. She always gives me big presents!
4 Camels are very **strong** / **tall**. They can carry 200 kilos of bags!
5 How **long** / **tall** is the Cairo Tower? It is 187 metres.
6 The Queen of England is very **rich** / **poor**. She has got many houses.

2 Write the names of two people or things which are:

1 strong an elephant ....
2 fast ....
3 weak ....
4 kind ....
5 slow ....
6 short ....

Language

3 Complete the sentences with *can* or *can't*.

Mohamed Salah can.................. score lots of goals and he [2] ....run very fast. He lives in England. He [3] ....speak English, of course. He lived in Italy for two years, so he [4] ....speak Italian, too! He is famous, so he [5] ....have a normal life. If he goes outside, many people want to talk to him. He is very busy. He [6] ....take many holidays.

Writing

4 Write a description of your favourite sports star. Use the expression in Student's Book page 25, Exercise 7.

....
....
....
....

Lesson 2 87

Vocabulary

1 Choose the correct words.

1 Before students open their books, write the first sentence on the board and ask students to choose the correct answer (*weak*).

2 Ask students to open their books. Read the instruction with the class, then give students a couple of minutes to complete the exercise individually. Help them with any vocabulary.

3 Allow students to check their answers with a partner before checking the answers around the class.

Answers:

2 fast 3 kind 4 strong 5 tall 6 rich

2 Write the names of two people or things which are:

1 Read the instruction with the class and explain that students can choose a famous sports person or someone they know, an animal or a thing.

2 Go through the adjectives with the class and elicit an example for each one. For weaker classes, write these on the board as examples.

3 Students can do the exercise in pairs. Give them three minutes to complete the exercise, then ask individual students for one example for each adjective.

Suggested answers:

1 an elephant, a camel
2 a plane, a train
3 a baby bird, an insect
4 my parents, my best friend
5 a tortoise, an ant
6 my little brother, a cat

Language

3 Complete the sentences with *can* or *can't*.

1 Read the instruction with the class, then ask students to complete the exercise individually.

2 Allow students to compare answers with a partner end of the exercise. Then check the answers as a class.

Answers:

2 can 3 can 4 can 5 can’t 6 can’t

Writing

4 Write a description of your favourite sports star. Use the expression in the Student’s Book page 25, Exercise 7.

1 Read the instruction with the class. Ask them if they know who is in the photo (squash player Nour El Sherbini). Remind students of Exercise 7 on page 25 of the Student’s Book. Students can write about the same sports star they described.

2 Review physical descriptions with the class as well as *can/can’t* (*he’s tall; he has short, dark hair; he can run very fast*) and also character adjectives (*she’s kind; she’s very friendly*).

3 Put students into pairs and give them a couple of minutes to write some notes in their notebooks. Students can then swap their notes for their partner to check.

4 Students can then complete their descriptions in lass or for homework.

Skills

- Now that you’re about to end your lesson, check with your class that you’ve worked on these skills:

Reading: To read about a sports star

Writing: To write a description of your favourite sports star (Workbook)

Listening: To listen to a description of a sports star

Speaking: To talk about appearance and abilities

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 26-27 WB page 88

Outcomes:

- To skim grade appropriate text to get the general idea
- To read for detail
- To use like/love/don’t like with verb + -ing correctly
- To listen and understand a game
- To correct sentences
- To play a game
- To write short informative texts in which they provide simple details

Vocabulary: twice

Language: *like/love/don’t like / good at / bad at* with verb + *-ing*

SB page 26



Reading

1 Read the blog post quickly. What is Yunis’s favourite sport?



2 Read the blog post again. Are these sentences true (T) or false (F)?

1 Yunis has got short, straight hair. F
2 He has got a brother and a sister. ....
3 He likes Maths and Science. ....
4 He is very good at drawing. ....
5 He reads and plays video games at home. ....

Remember!
A blog is a website on which someone writes regularly. It is like an online diary.

26 Lesson 3

Reading

1 Read the blog post quickly. What is Yunis's favourite sport?

1 Draw students' attention to the *Remember* box on the right-hand side of the page. Ask them if they have seen blog posts before. Explain that blog posts are a way of writing by using digital technology. Ask students to look at the blog and discuss with them the way it is formed.
2 Read the title of the blog with the class and ask them what they think the blog will be about (about Yunis and his interests/hobbies). Ask students to look at the photos and say what they can see in each one: a castle (the Citadel of Qaitbay in Alexandria – a citadel is a type of castle) and a game of basketball.
3 Read the instruction with the class and ask students to guess what the answer is.
4 Ask students to read the text individually and check their answers to the question.
5 As a follow-up, draw students' attention to the new word in bold. Elicit the meaning of the word from the class. If they don't know, ask them to look it up in the glossary at the back of the Student's Book.

Answers:

Yunis's favourite sport is basketball.

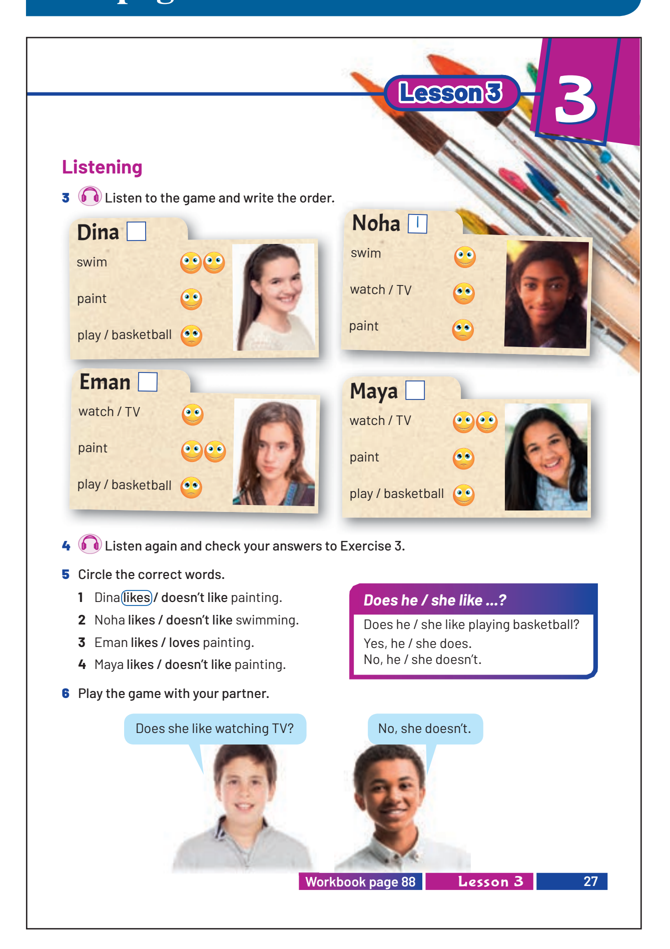
2 Read the blog post again. Are the sentences true (T) or false (F)?

1 Read the instruction with the class and the first example sentence. Ask students to find the answer to 1 in the blog. Read through the remaining questions and check for understanding, e.g. drawing. Ask students to find *drawing* in the blog and check they understand the difference between *drawing* and *painting*.
2 Students work on their own to find the answers to the questions. Allow students to compare answers with a partner to check. Then check the answers with the class. Ask students to correct the false sentences.
3 Read the function box with the class. Explain to students that if a verb follows *like/love/don't like/good at/bad at*, it usually ends in *-ing*. Ask students to find these sentences in the blog and Exercise 2. Then ask individual students to say what they *like/love/don't like* doing.

Answers:

1 F (he has got short, dark curly hair)
2 F (he has two brothers)
3 T
4 F (he is not very good at drawing)
5 T

SB page 27


Lesson 3
3

Listening

3 Listen to the game and write the order.

Dina		Noha	
swim	😊😊	swim	😊
paint	😊	watch / TV	😊
play / basketball	😊	paint	😊

Eman		Maya	
watch / TV	😊	watch / TV	😊😊
paint	😊😊	paint	😊
play / basketball	😊	play / basketball	😊

4 Listen again and check your answers to Exercise 3.

5 Circle the correct words.
1 Dina likes / doesn't like painting.
2 Noha likes / doesn't like swimming.
3 Eman likes / loves painting.
4 Maya likes / doesn't like painting.

Does he / she like ...?
Does he / she like playing basketball?
Yes, he / she does.
No, he / she doesn't.

6 Play the game with your partner.

Does she like watching TV?
No, she doesn't.

Workbook page 88 Lesson 3 27

Listening

3 Listen to the game and write the order.

1 Look at the game cards with the class and model a sentence about the first card, e.g. *Dina loves swimming*. Invite students to make more sentences in the same way.
2 Explain to students that they are going to hear two girls guess which person they are thinking of by asking questions. Students listen and write the order they hear.
3 Play the recording for students to listen and write the correct order. Then ask students to check answers in pairs.



Audioscript

Girl 1: *Let's play a game. I'm looking at a girl. Who is it?*
Girl 2: *Does she like watching TV?*
Girl 1: *No, she doesn't.*
Girl 2: *Does she like swimming?*
Girl 1: *Yes, she does.*
Girl 2: *It's Noha.*
Girl 1: *Good! OK. Number two. Who is it?*
Girl 2: *Does she like swimming?*
Girl 1: *Yes, she does. She loves swimming!*
Girl 2: *Does she like playing basketball?*
Girl 1: *No, she doesn't.*
Girl 2: *It's Dina.*
Girl 1: *Well done! Three. Who is this?*
Girl 2: *Does she like watching TV?*
Girl 1: *Yes, she does.*
Girl 2: *It's Eman.*
Girl 1: *No, it isn't!*
Girl 2: *Does she like basketball?*
Girl 1: *Yes, she does.*
Girl 2: *It's Maya.*
Girl 1: *Yes!*
Girl 2: *OK, so the last one loves painting, she likes watching TV and she doesn't like playing basketball. It's Eman.*
Girl 1: *Yes again!*

Answers:

1 Noha   2 Dina   3 Maya   4 Eman

4 Listen again and check your answers to Exercise 3.

1. Play the recording again. Check the answers as a class.
2. Read through the language box with the class. Then point to the Dina card and ask *Does Dina like swimming?* Elicit the answer *Yes, she does*. Ask *Does she like basketball?* and elicit *No, she doesn't*. Ask questions about the others to check understanding.

5 Circle the correct words.

1. Read the instruction and the first sentence with the class. Tell them to look at the game cards and choose the correct answer to complete the sentences.
2. Give students one or two minutes to complete the exercise, then check answers with a partner.

Check the answers with the class.

Answers:

2 likes   3 loves   4 doesn't like

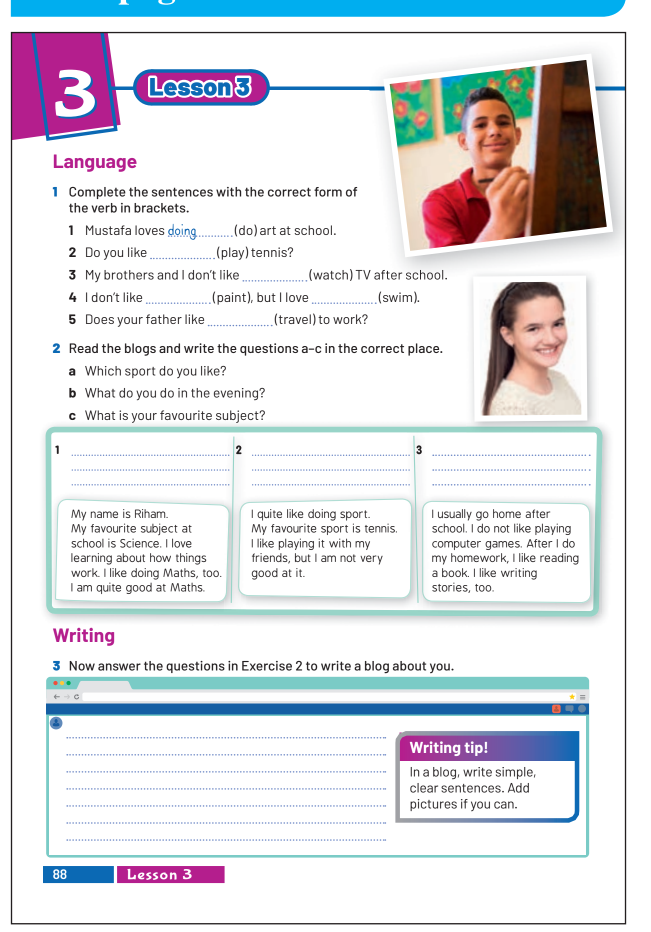
6 Play the game with your partner.

1. Direct students' attention to the speech bubbles and read them with a student. Demonstrate the exercise with a strong student. Choose one of the cards (e.g. Eman), point to it and ask *Does she like watching TV?* Elicit the answer *Yes, she does*.
2. Put students into pairs and tell them to choose a card. Give students two minutes to ask and answer questions about the person on the card. If there is time, students can swap partners and/or choose a different card to repeat the exercise.

Answers:

Students' own answers.

WB page 88



3 Lesson 3

Language

1 Complete the sentences with the correct form of the verb in brackets.

1. Mustafa loves doing........(do) art at school.
2. Do you like ....(play) tennis?
3. My brothers and I don't like ....(watch) TV after school.
4. I don't like ....(paint), but I love ....(swim).
5. Does your father like ....(travel) to work?

2 Read the blogs and write the questions a–c in the correct place.

a. Which sport do you like?
b. What do you do in the evening?
c. What is your favourite subject?

1 ....
My name is Riham. My favourite subject at school is Science. I love learning about how things work. I like doing Maths, too. I am quite good at Maths.

2 ....
I quite like doing sport. My favourite sport is tennis. I like playing it with my friends, but I am not very good at it.

3 ....
I usually go home after school. I do not like playing computer games. After I do my homework, I like reading a book. I like writing stories, too.

Writing

3 Now answer the questions in Exercise 2 to write a blog about you.

Writing tip!
In a blog, write simple, clear sentences. Add pictures if you can.

88 Lesson 3

Language

1 Complete the sentences with the correct form of the verb in brackets.

1 Before students open their books, review *like/love/don't like +ing* with the class. Elicit some sentences from students and write one or two of these on the board.
2 Ask students to open their workbooks and look at the first exercise. Read the instruction with the class and go through the first question with the class. Ask students what they need to do (write the correct *-ing* form of each verb).
3 Give students one or two minutes to do the exercise, then check answers with a partner. Check the answers as a class.

Answers:

2 playing	3 watching
4 painting, swimming	5 travelling

2 Read the blogs and write the questions a–c in the correct place.

1 Read the instruction and the options with the class. Then ask a different student to read each of the blogs.
2 Ask students to work in pairs and match the questions to the blogs.
3 Check answers with the class. Ask students to say which part of the blog gives them the answer.

Answers:

1 c 2 a 3 b

Writing

3 Now answer the questions in Exercise 2 to write a blog about you.

1 Do an example with the class. Write *Which sport do you like?* on the board. Ask the class how they can start their blog e.g. *I like doing sport. My favourite sport is* ___ . Elicit some other things that students can say. Try to encourage them to say something different to the words in Exercise 2, e.g. *I'm very fast. I'm very good at it.*
2 Draw students' attention to the *Writing tip* box. Ask them to read it and discuss in small groups.
3 For weaker classes, you might prefer to split the class in two and give them each one blog. Students can complete the exercise in pairs, either in class or for homework.
4 Guide students to follow other writing tips stated in previous units while reviewing their work.
5 When they have finished the exercise, students can swap work with their partner for their partner to read and check. Ask pairs to read out their partner's blog(s) to the class.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read blog posts and answer questions about it

Writing: To write a blog about yourself (Workbook)

Listening: To listen for specific information in a game

Speaking: To ask and answer questions in a game

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

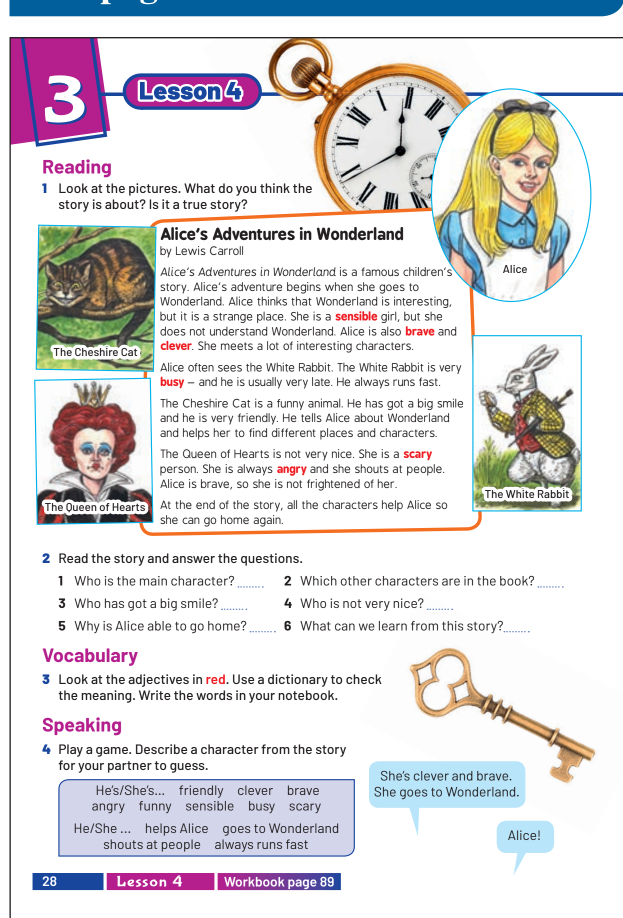
LESSON 4 SB page 28 WB page 89

Outcomes:

- To read for specific information
- To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases
- To describe characters, settings and major events in a story
- To use critical thinking skills to talk about personality

Vocabulary: angry, brave, busy, clever, scary, sensible

SB page 28



3 Lesson 4

Reading

1 Look at the pictures. What do you think the story is about? Is it a true story?

Alice's Adventures in Wonderland
by Lewis Carroll

Alice's Adventures in Wonderland is a famous children's story. Alice's adventure begins when she goes to Wonderland. Alice thinks that Wonderland is interesting, but it is a strange place. She is a **sensible** girl, but she does not understand Wonderland. Alice is also **brave** and **clever**. She meets a lot of interesting characters.

Alice often sees the White Rabbit. The White Rabbit is very **busy** – and he is usually very late. He always runs fast.

The Cheshire Cat is a funny animal. He has got a big smile and he is very friendly. He tells Alice about Wonderland and helps her to find different places and characters.

The Queen of Hearts is not very nice. She is a **scary** person. She is always **angry** and she shouts at people. Alice is brave, so she is not frightened of her.

At the end of the story, all the characters help Alice so she can go home again.

2 Read the story and answer the questions.

1 Who is the main character? ....
2 Which other characters are in the book? ....
3 Who has got a big smile? ....
4 Who is not very nice? ....
5 Why is Alice able to go home? ....
6 What can we learn from this story? ....

Vocabulary

3 Look at the adjectives in red. Use a dictionary to check the meaning. Write the words in your notebook.

Speaking

4 Play a game. Describe a character from the story for your partner to guess.

He's/She's... friendly clever brave angry funny sensible busy scary
He/She ... helps Alice goes to Wonderland shouts at people always runs fast

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Reading

Background:

Alice's Adventures in Wonderland was written by Lewis Carroll in 1865 after he spent the day with some friends and their three young daughters in a boat, one of whom was called Alice. He told them a story about a girl called Alice. The children liked it so much that they asked him to write it down. Not only was it published but it has never been out of print and is one of the most influential fantasy novels of all time.

1 Look at the pictures. What do you think the story is about? Is it a true story?

1 Direct the students attention to the five pictures around the text.

2 Ask them what they think the story is about and if it is a real story.

Answers:

Students' own answers.

2 Read the story and answer the questions.

1 Tell students they are going to read about a story. Read the title with the class and ask students to look at the pictures and say what they can see (elicit *cat, queen, rabbit, watch)*. Ask if anyone knows this story and what they know about it.

2 Pre-teach *strange* and *shouts*. Then read through the questions 1 to 6 with the class. Ask students what a character is (a person in a book or film).

3 Ask students to read through the story individually and answer the questions. Tell them not to worry about the words in red for now.

4 Give students four or five minutes to complete the exercise, then ask them to compare their answers in pairs. If they have not got the same answer, they can look at the text together.

5 Go through the answers with the class. Ask students to say where in the text they found the answer. Ask students if they can remember anything else about the story, e.g. *Alice thinks Wonderland is interesting*.

Answers:

1 Alice

2 The White Rabbit, the Cheshire Cat and the Queen of Hearts

3 The Cheshire Cat

4 The Queen of Hearts.

5 Because all the characters help her.

6 Students' own answers.

Vocabulary

3 Look at the adjectives in red. Use a dictionary to check the meaning. Write the words in your notebook.

1 Draw students' attention to the picture of the rabbit with his watch and *busy* in the second paragraph. Ask students to read the whole sentence then guess what *busy* means (always doing something).

2 Ask students to work in pairs and work through all the words in red, first having a guess at what it means, then looking the word up in the *Glossary* in the back of the book before using a dictionary to check if necessary. Ask them to record the word and its meaning in their notebooks.

3 Ask students to mention someone they know who is one of the adjectives in red and say why, e.g. *My brother is clever. He likes reading*.

Answers:

Students' own answers.

Speaking

4 Play a game. Describe a character from the story for your partner to guess.

1 Read the instructions and the speech bubbles with the class. Demonstrate the exercise, e.g. say *He is always late. He has a watch.* Then say *Who is it?* (the White Rabbit).

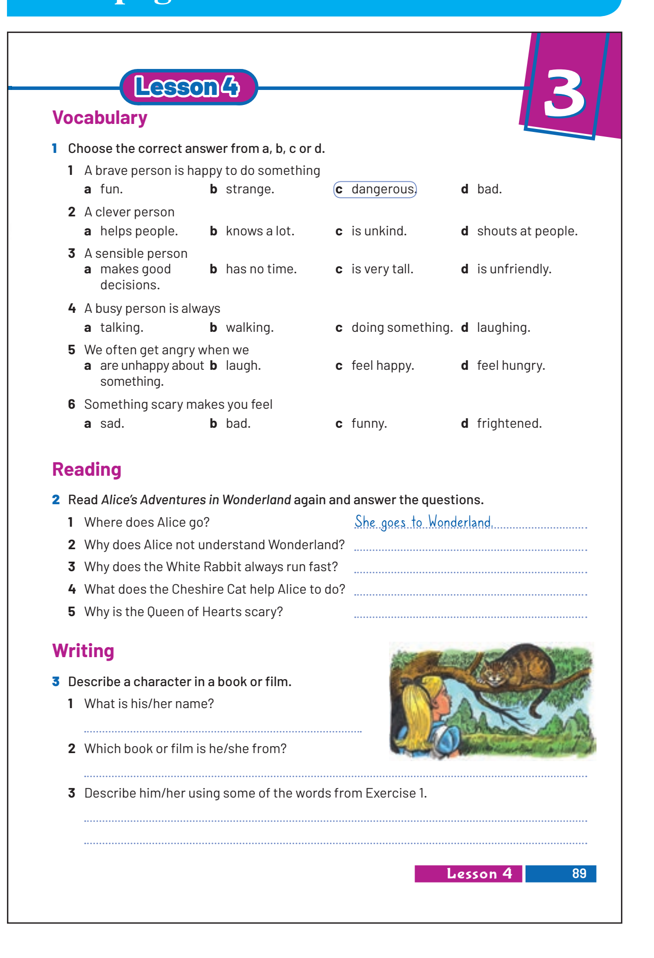
2 Put students into pairs to play the game. Monitor the class and help if necessary. Note any good examples of language.

3 At the end of the exercise, ask some good pairs you noticed whilst monitoring to repeat their role-play for the class.

Answers:

Students' own answers.

WB page 89



Lesson 4

3

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 A brave person is happy to do something
a fun. b strange. c dangerous. d bad.

2 A clever person
a helps people. b knows a lot. c is unkind. d shouts at people.

3 A sensible person
a makes good decisions. b has no time. c is very tall. d is unfriendly.

4 A busy person is always
a talking. b walking. c doing something. d laughing.

5 We often get angry when we
a are unhappy about something. b laugh. c feel happy. d feel hungry.

6 Something scary makes you feel
a sad. b bad. c funny. d frightened.

Reading

2 Read *Alice's Adventures in Wonderland* again and answer the questions.

1 Where does Alice go? She goes to Wonderland.
2 Why does Alice not understand Wonderland? ....
3 Why does the White Rabbit always run fast? ....
4 What does the Cheshire Cat help Alice to do? ....
5 Why is the Queen of Hearts scary? ....

Writing

3 Describe a character in a book or film.

1 What is his/her name?
....
2 Which book or film is he/she from?
....
3 Describe him/her using some of the words from Exercise 1.
....
....

Lesson 4 89

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Before students open their books, ask students to say what they can remember about the characters in *Alice's Adventures in Wonderland*. Ask them which adjectives they can remember from the story and what they mean.

2 Ask students to open their books and read the instruction to Exercise 1 with the class.

3 Ask students to complete the exercise individually by choosing the correct option, then comparing their answers with a partner.

4 Check the answers with the class. Ask students to say a sentence with each of the words to check their understanding. Ask comprehension questions such as: *Are we happy when we are angry?* (no).

Answers:

2b 3a 4c 5a 6d

Reading

2 Read *Alice's Adventures in Wonderland* and answer the questions.

1 Read the instruction with the class and ask students to complete the exercise individually. Encourage them to answer in full sentences.
2 Monitor and if students are struggling, allow them to look back at the story on page 28 of the Student's Book. When students have finished, allow them to compare their answers with a partner.
3 Check students' answers. Ask a different student to answer each question.

Answers:

2 It is a strange place.
3 He is very busy and usually very late.
4 He helps Alice to find different places and characters.
5 She is always angry and shouts at people.

Writing

3 Describe a character in a book or a film.

1 Read the instruction with the class. Give students one minute to think of one character each in pairs.
2 Read the questions with the class, then ask students to write their answers. When they have finished, ask students to swap their sentences with a partner to check for spelling and grammar.
3 Finally, invite different students to read out their answers to the class.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand *Alice's Adventures in Wonderland* and answer questions about it

Writing: To describe a character in a book (Workbook)

Speaking: To describe books and characters

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 5 SB page 29 WB page 90

Outcomes:

- To read a simple short story and express a basic opinion about characters or plot
- To identify key details in short familiar texts
- To determine the central moral of stories from diverse cultures
- To write about likes on different topics (favourite books)
- To write a review about your favourite book (Workbook)

Language: To practise using *like/love/don't like + -ing*

Values: Self-esteem


Lesson 5 3

Speaking

1 Answer the questions.

1 What do you remember about *Alice's Adventures in Wonderland*? Tell your partner.
2 What do you think of Alice?
3 Is it important to be brave like Alice? Why/Why not?
4 What do you usually like reading? What don't you like reading?

2 Look at the photos. Tell your partner what you like / love / don't like doing.

Writing

3 Which books do you like? Complete the information.

I love reading books by (name of writer) ....
My favourite book is ....
It's about a girl/boy called ....
The other characters are ....
In the book, the girl/boy likes ....
I like .... because he/she ....

Speaking

4 Work in pairs. Discuss your favourite book.

Workbook page 90 Lesson 5 29

Speaking

1 Answer the questions.

1 Put students into pairs to ask and answer the questions.

2 Go around and monitor while students are talking. The speech bubble icon in the SB denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn. While students are talking, encourage them to do this by asking questions and prompting at a level that is appropriate for them. Note any good conversations to elicit at the feedback stage.

3 Give students two or three minutes to talk, then elicit some good examples from different pairs.

Answers:

1 and 2 Students' own answers.

3 Yes, because we all have to do difficult things sometimes.

4 Student's own answers.

2 Look at the photos. Tell your partner what you like / love / don't like doing.

1 Read the instruction with the class, then go through the photos and ask students what activity each one shows (reading, writing, swimming, playing computer games, playing basketball, watching TV).

2 Ask a confident pair to read the exchange in the speech bubbles then put students into pairs to ask and answer.

3 Give the class one minute to complete the exercise, then elicit an exchange for each photo from individual pairs.

Answers:

Students' own answers

Writing

3 Which books do you like? Complete the information.

1 Tell students that they are going to write about the book they like in their notebooks.

2 Give students two minutes to complete the sentences. Go round and monitor, helping where necessary. When they have finished, ask them to exchange notebooks with a partner to check for spelling and grammar.

3 Invite different students to read about their favourite book to the class.

Answers:

Students' own answers

Speaking

4 Work in pairs. Discuss your favourite book.

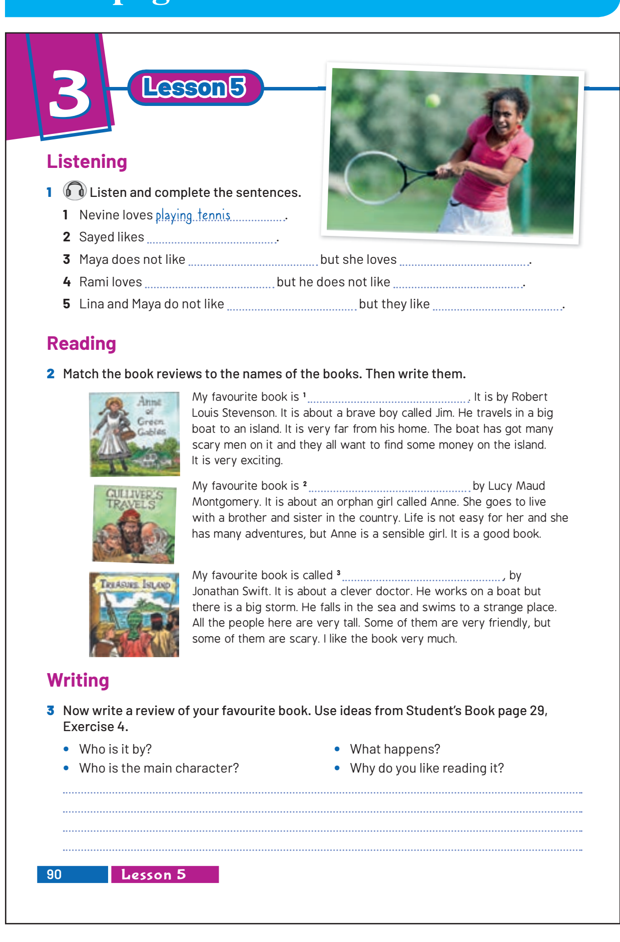
1 Ask a student to read the speech bubble, then ask if anyone has read *The Secret Garden* (about a young girl who finds a key to a locked garden). Put students into pairs to ask and answer about their favourite book. They can use the information they used in Exercise 3 to help them.

2 If there is time, students can swap partners and learn about a new partner's book as well. Invite students to tell the class about their partner's favourite book.

Answers:

Students' own answers

WB page 90



3 Lesson 5

Listening

1 Listen and complete the sentences.

1 Nevine loves playing tennis.
2 Sayed likes ....
3 Maya does not like .... but she loves ....
4 Rami loves .... but he does not like ....
5 Lina and Maya do not like .... but they like ....

Reading

2 Match the book reviews to the names of the books. Then write them.

My favourite book is [1] .... It is by Robert Louis Stevenson. It is about a brave boy called Jim. He travels in a big boat to an island. It is very far from his home. The boat has got many scary men on it and they all want to find some money on the island. It is very exciting.

My favourite book is [2] .... by Lucy Maud Montgomery. It is about an orphan girl called Anne. She goes to live with a brother and sister in the country. Life is not easy for her and she has many adventures, but Anne is a sensible girl. It is a good book.

My favourite book is called [3] ...., by Jonathan Swift. It is about a clever doctor. He works on a boat but there is a big storm. He falls in the sea and swims to a strange place. All the people here are very tall. Some of them are very friendly, but some of them are scary. I like the book very much.

Writing

3 Now write a review of your favourite book. Use ideas from Student's Book page 29, Exercise 4.

- Who is it by?
- Who is the main character?
- What happens?
- Why do you like reading it?

....
....
....
....

90 Lesson 5

Listening

1 Listen and complete the sentences.

1 Quickly review *like / love / doesn't/don't like* + *-ing* and explain to students that they have to complete the sentences with the *-ing* verbs they hear.
2 Play the recording for students to complete the exercise. Ask students to compare answers with a partner.
3 Play the recording again for students to check their answers, stopping after each sentence to ask individuals to say the answer.



Audioscript

1 My name's Nevine. I like sports and I love playing tennis.
2 I'm Sayed. My favourite subject is English and I like writing stories.
3 Hi, I'm Maya. I like art. I don't like drawing but I love painting.
4 I'm Rami. I love swimming, but I don't like swimming in the sea. It's cold.
5 My name's Lina and this is my sister Maya. We don't like watching TV but we like reading books.

Answers:

2 writing stories
3 drawing, painting
4 swimming, swimming in the sea
5 watching TV, reading books

Reading

2 Match the book reviews to the names of the books. Then write them.

1 Pre-teach *boat, island and money* by drawing pictures on the board. Pre-teach *orphan* (she doesn't have a mother or father) and *storm* (use the boat on the board to describe or draw a storm).
2 Ask students to read the reviews individually and match them to the book names in the pictures. Students compare their answers with a partner.
3 Check the answers with the class. Ask students to tell you where they found the answer in the review.
4 Ask students what other things they remember from the text. *Do they want to read the books?* Try to elicit some reasons why, but if students struggle with this, don't persist.

Answers:

1 Treasure Island
2 Anne of Green Gables
3 Gulliver's Travels

Writing

3 Now write a review of your favourite book. Use ideas from Student's Book page 29.

1 Tell students about your favourite book by answering the questions in the Student's Book. Ask some students: What is your favourite book? Elicit the answers to the questions in Exercise 3. Write any new vocabulary on the board for students to use.

2 Put students into pairs to ask and answer the questions and to record the answers in their notebooks. Go around the class monitoring students and help with any vocabulary needed. Students can finish their writing in class or for homework.

3 Ask students to swap notebooks to check each other's work. Then ask individual students to read out their partner's work. Collect in students' notebooks for marking.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To match book reviews to book titles (Workbook)

Writing: To write a book review (Workbook)

Listening: To listen for detail (Workbook)

Speaking:

- To use critical thinking skills to talk about a book
- To talk about likes and dislikes
- To discuss your favourite book

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 30 WB page 91

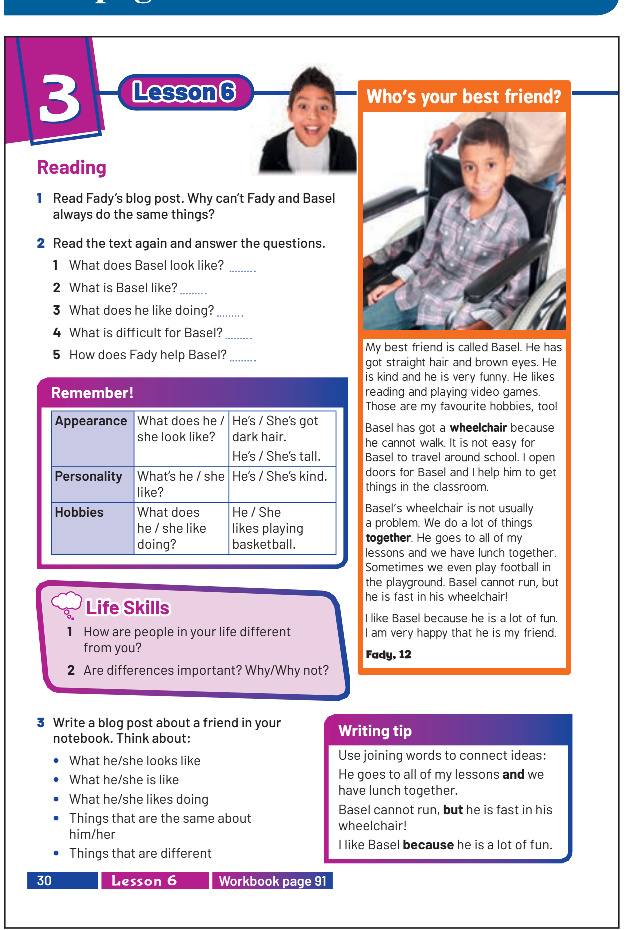
Outcomes:

- To skim grade-appropriate text to get the general idea
- To read and respond to short familiar texts
- To ask and answer questions about the main ideas in a familiar text
- To explain the function of verbs
- To use critical thinking skills to talk about diversity
- To express facts and points of view
- To produce simple, compound and complex sentences using joining words *and, but, because*
- To write about a famous person (Workbook)

Life Skills: Respect for diversity; empathy

Issues: Non-discrimination against people with special needs

SB page 30



3 Lesson 6

Reading

1 Read Fady's blog post. Why can't Fady and Basel always do the same things?

2 Read the text again and answer the questions.
1 What does Basel look like? ....
2 What is Basel like? ....
3 What does he like doing? ....
4 What is difficult for Basel? ....
5 How does Fady help Basel? ....

Remember!

Appearance	What does he / she look like?	He's / She's got dark hair. He's / She's tall.
Personality	What's he / she like?	He's / She's kind.
Hobbies	What does he / she like doing?	He / She likes playing basketball.

Life Skills
1 How are people in your life different from you?
2 Are differences important? Why/Why not?

Who's your best friend?

My best friend is called Basel. He has got straight hair and brown eyes. He is kind and he is very funny. He likes reading and playing video games. Those are my favourite hobbies, too!

Basel has got a **wheelchair** because he cannot walk. It is not easy for Basel to travel around school. I open doors for Basel and I help him to get things in the classroom.

Basel's wheelchair is not usually a problem. We do a lot of things **together**. He goes to all of my lessons and we have lunch together. Sometimes we even play football in the playground. Basel cannot run, but he is fast in his wheelchair!

I like Basel because he is a lot of fun. I am very happy that he is my friend.

Fady, 12

3 Write a blog post about a friend in your notebook. Think about:
- What he/she looks like
- What he/she is like
- What he/she likes doing
- Things that are the same about him/her
- Things that are different

Writing tip
Use joining words to connect ideas:
He goes to all of my lessons **and** we have lunch together.
Basel cannot run, **but** he is fast in his wheelchair!
I like Basel **because** he is a lot of fun.

30 Lesson 6 Workbook page 91

Reading

1 Read Fady's blog post. Why can't Fady and Basel always do the same things?

1 Read the instruction with the class. Elicit the meaning of *always* (all the time).
2 Point to the picture of the boy at the top of the page and tell students that this is Fady. Ask students to look at the picture of the boy in the blog and tell students that this is Fady's friend, Basel. Teach *wheelchair*. Ask students why they think Fady and Basel can't always do the same things. Accept answers but don't confirm at this stage.
3 Ask students to read the blog to find the answer, then compare with a partner. Check the answer as a class.

Answers:

Because Basel can't walk.

2 Read the text again and answer the questions.

1 Before students do the exercise, draw their attention to the other new word in bold *(together)*. Put students into pairs and ask them to decide the meaning together. If students are not sure, they can look them up in the *Glossary* at the back of the Student's Book.
2 Read through the *Remember!* box with the class before they do Exercise 2.
3 Read the first two questions with the class and check students understand the difference between the two.
4 Ask students to read the blog again and answer the questions. When they have finished, students can check their answers with a partner. Check answers with the class.
5 Ask students if they help anyone like Basel.

Answers:

1 He's got (short), straight hair and brown eyes.
2 He's kind and very funny.
3 He likes reading and playing video games.
4 It is difficult to travel around school.
5 Fady opens doors and gets things for Basel.

Life Skills

1 The speech bubble icon in the Student's Book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn. While students are talking, encourage them to do this by asking questions and prompting at a level that is appropriate for them.
2 Direct students' attention to the *Life Skills* box and read through the points with the class. Elicit some answers to the first question as a class initially. Try to focus on differences, such as likes and dislikes, and different physical features rather than anyone with disabilities, e.g. *Hassan has got curly hair.* I've got straight hair.
3 Put students into pairs or groups of three to ask and answer the questions. Go round and monitor groups and offer prompts or encouragement if needed. You may prefer to deal with the second question as a class, as students may struggle with voicing their opinion at this level. Start by asking *Are we all the same?* (No.) *Is this important?* (Yes/No). Elicit responses and encourage a difference of opinion – some students might think that it isn't important to be different, whereas others might celebrate individuality. Accept all reasonable responses; there is no right or wrong to this question, although it is important that they understand that tolerance of any differences is important.
4 Give students two or three minutes for discussion. Go round and monitor, encouraging students to expand their answers as much as possible. Provide support and prompts where necessary. Note any good conversation examples to elicit.
5 Invite groups to share their conversations with the class.

Answers:

Students' own answers

Writing tip

1 Read the first two sentences to the class and ask them what words they can use to join or connect ideas. Elicit *and*. Elicit that we use *and* to join two sentences with similar ideas. Do the same for *but* (we use *but* to join two sentences with different ideas).

2 Finally, elicit how we use *because* to join two sentences by giving a reason.

3 Write a blog post in your notebook about a friend. Think about:

1 Read the instruction with the class and go through the prompts with the students. Ask students which joining word they can use for the fourth prompt (and) and the fifth prompt (but). Remind students to also use the sentences in the *Remember!* box.

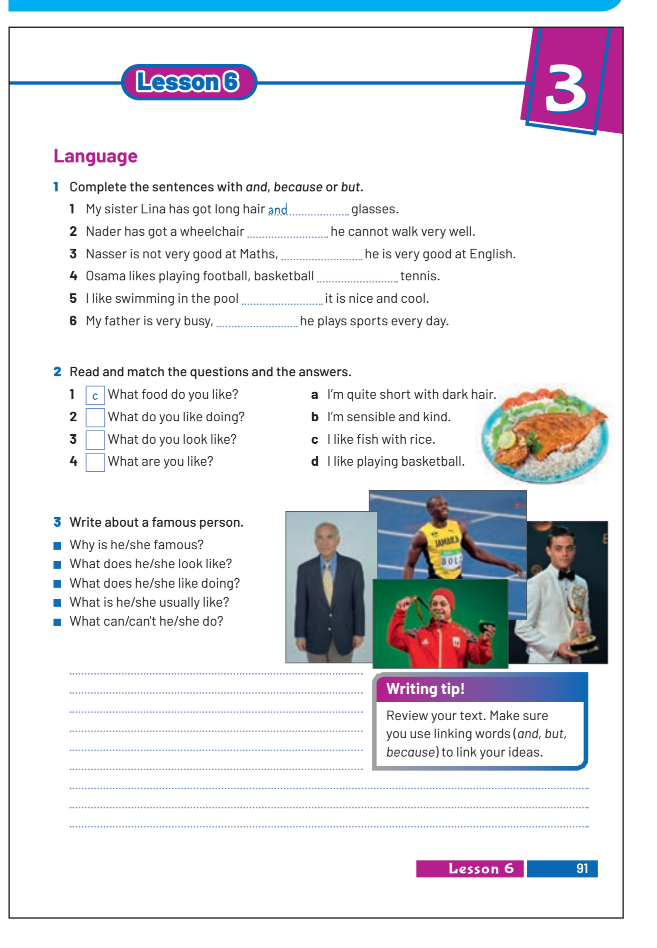
2 Give students a few minutes to write some sentences in their notebook. Then ask students to swap notebooks with a partner to check for the correct use of *and, because* and *but*.

3 Students can then write the blog post from their corrected notes either in class or for homework. Collect in students' work for checking.

Answers:

Students' own answers

WB page 91



Lesson 6

3

Language

1 Complete the sentences with *and*, *because* or *but*.

1 My sister Lina has got long hair ..and.. glasses.
2 Nader has got a wheelchair .... he cannot walk very well.
3 Nasser is not very good at Maths, ... he is very good at English.
4 Osama likes playing football, basketball .... tennis.
5 I like swimming in the pool .... it is nice and cool.
6 My father is very busy, ... he plays sports every day.

2 Read and match the questions and the answers.

1 [c] What food do you like?
2 [ ] What do you like doing?
3 [ ] What do you look like?
4 [ ] What are you like?

a I'm quite short with dark hair.
b I'm sensible and kind.
c I like fish with rice.
d I like playing basketball.

3 Write about a famous person.

- Why is he/she famous?
- What does he/she look like?
- What does he/she like doing?
- What is he/she usually like?
- What can/can't he/she do?

Writing tip!

Review your text. Make sure you use linking words (*and, but, because*) to link your ideas.

Lesson 6 91

Language

1 Complete the sentences with *and, because* or *but.*

1 Before students open their books, go through when we use *and*, *because* and *but* again with the class. Use the notes in the writing tip above to help you.

2 Ask students to open their books and read through the instruction and the first sentence with the class.

3 Students complete the exercise individually and compare answers with a partner when they have finished. Check the answers as a class.

Answers:

2 because 3 but 4 and 5 because 6 but

2 Read and match the questions and the answers.

1 Draw students' attention to the photo and elicit *fish* and *rice*.

2 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.
3 Check the answers with the class.

Answers:

2 d 3 a 4 b

3 Write about a famous person.

1 Read the instruction and the bulleted questions with the class. Explain to students that they are going to write about a famous person and they should choose someone they can answer the questions about.
2 Look at the people in the photos with the class and elicit who each one shows (left to right: Dr Farouk El-Baz, Usain Bolt, Sara Ahmed, Rami Malek). Tell students they can choose one of these people if they like or someone else they know.
3 Put students into pairs and ask them to write sentences in their notebooks using the prompts. For weaker classes, you might like to ask them to write about the same person so they can support each other. When students have finished writing their sentences, they can swap notebooks with a partner to check for spelling and grammar. Draw students' attention to the *Writing tip*. Ask them to read it and make sure they follow it while reviewing their work or the work of others.
4 Students can then write their full description from their corrected notes either in class or for homework. Collect in students' work for checking.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To skim a reading text; to read for specific information

Writing:

- To write a blog post about a friend
- To write about a famous person (Workbook)

Vocabulary: together, wheelchair

Language: Differentiate between *like, look like and like + -ing*

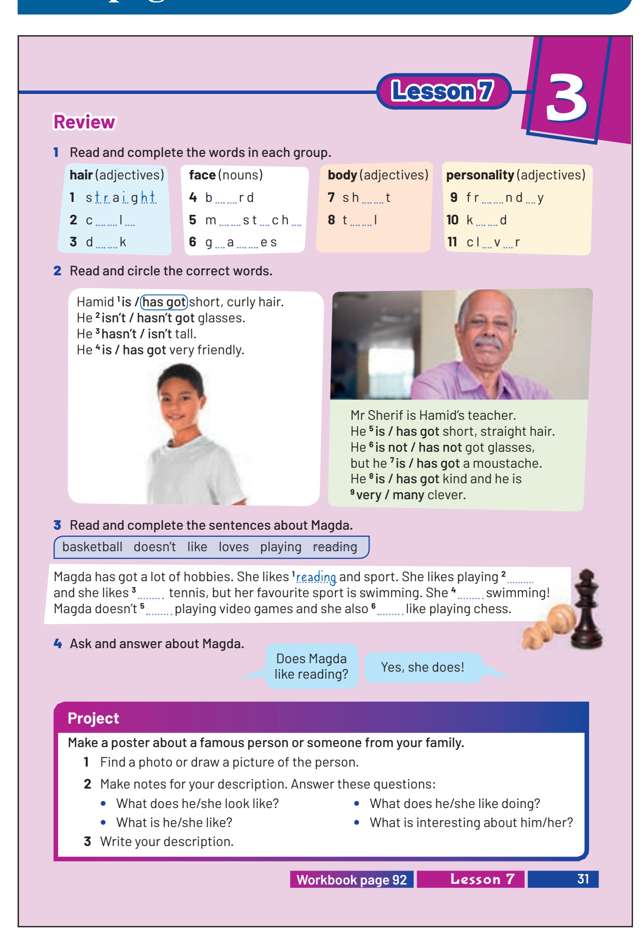
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 7 SB page 31 WB page 92

Outcomes:

- To review and use the vocabulary and structures of the unit
- To pronounce familiar words with some accuracy
- To recall information from experiences to answer a question (project)
- To ask and answer questions to get information

SB page 31



Lesson 7

3

Review

1 Read and complete the words in each group.

hair (adjectives)	face (nouns)	body (adjectives)	personality (adjectives)
1 s t r a i g h t	4 b _ _ r d	7 sh _ _ t	9 fr _ _ nd _ y
2 c _ _ l _	5 m _ _ st _ ch _	8 t _ _ l	10 k _ _ d
3 d _ _ k	6 g _ a _ _ es		11 cl _ v _ r

2 Read and circle the correct words.

Hamid [1]is / has got short, curly hair.
He [2]isn't / hasn't got glasses.
He [3]hasn't / isn't tall.
He [4]is / has got very friendly.

Mr Sherif is Hamid's teacher.
He [5]is / has got short, straight hair.
He [6]is not / has not got glasses,
but he [7]is / has got a moustache.
He [8]is / has got kind and he is
[9]very / many clever.

3 Read and complete the sentences about Magda.

basketball doesn't like loves playing reading

Magda has got a lot of hobbies. She likes [1]reading and sport. She likes playing [2]______ and she likes [3]______ tennis, but her favourite sport is swimming. She [4]______ swimming! Magda doesn't [5]______ playing video games and she also [6]______ like playing chess.

4 Ask and answer about Magda.

Does Magda like reading?

Yes, she does!

Project

Make a poster about a famous person or someone from your family.

1 Find a photo or draw a picture of the person.
2 Make notes for your description. Answer these questions:
- What does he/she look like?
- What is he/she like?
- What does he/she like doing?
- What is interesting about him/her?

3 Write your description.

Workbook page 92 Lesson 7 31

Before using the book:

- Write *different people* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics and grammar points and write these on the board for weaker classes. You might wish to remove these before students start the exercises.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

Review

1 Read and complete the words in each group.

1 Before students open the books, brainstorm nouns and adjectives for describing people from the unit. Write two headings on the board *(Nouns and Adjectives)* and elicit examples of each so that students are clear on the difference before they do Exercise 1.

2 Ask students to open their books and look at Exercise 1. Explain that they need to complete the words with the correct letters.

3 Give students two minutes to complete the exercise, then check answers as a class. Ensure they pronounce the words correctly.

Answers:

2 curly	3 dark	4 beard
5 moustache	6 glasses	7 short
8 tall	9 friendly	10 kind
11 clever		

2 Read and circle the correct words.

1 Ask students to look at the first picture of the boy and to describe him. Do the same with the second picture. Ask students which verb we use to describe what someone's personality is like (the verb *be*).

2 Ask students to read and choose the correct word.

3 Go round and monitor, checking for any difficulties. Give students two minutes to complete the exercise, then compare answers with a partner. Check the answers with the class.

Answers:

2 hasn't got	3 isn't	4 is	5 has got
6 has not got	7 has got	8 is	9 very

3 Read and complete the sentences about Magda.

1 Read through the instruction and the words in the box with the class and ask students what words come after *doesn't* (a verb) and what words come after *like/loves* (an *-ing* verb). Tell students to look at the words before and after the gaps to help them.

2 Give the class one minute to do the exercise and compare answers with a partner when they have finished.

3 Check the answers with the class. Ask students how we know the answer to number 6 (the joining word *and* tells that the second part of the sentence is equal to the first, so we know that Magda doesn't like chess *and* video games).

Answers:

2 basketball	3 playing	4 loves
5 like	6 doesn't	

4 Ask and answer about Magda.

1 Put students into pairs. Ask them to ask and answer about Magda. They should ask at least seven questions.

2 Monitor students and correct any mistakes with the use of *likes/loves/doesn't like* + *-ing* verb.

3 Invite some pairs to share their questions and answers with the class.

Answers:

Students' own answers

Project

Make a poster about a famous person or someone from your family.

1 If you have access to the internet in the classroom, students can print out a picture of a famous person, or they could find their own.

2 Review some of the unit language with the students by asking students to describe their chosen person e.g. *he/she's got …; he/she is …; he/she likes/loves/doesn't like* and write any correct language use on the board.

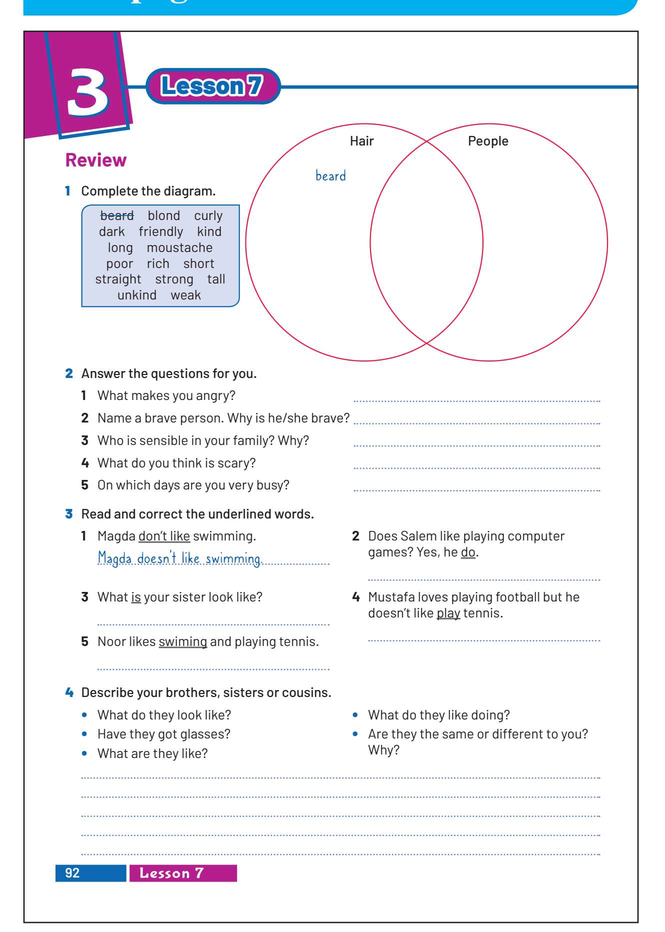
3 Put students into groups to help each other complete their project. Stronger classes can complete the three stages independently. Otherwise regroup with the class after the second stage.

4 Ask students to make notes in their notebooks, helping each other where necessary. Go round and monitor and help only where partners aren't able to help each other. Think of the projects as a chance to assess the students' language as well as their life skills and values. For your own record, note if there are some points that you need to focus on again.

5 When they have finished writing, ask them to compare their posters with their partner, correcting each other's grammar and spelling.

6 Ask individual students to read our their descriptions to the class.

WB page 92



3 Lesson 7

Review

1 Complete the diagram.

~~beard~~ blond curly dark friendly kind long moustache poor rich short straight strong tall unkind weak

Hair | People

beard

2 Answer the questions for you.

1 What makes you angry?
2 Name a brave person. Why is he/she brave?
3 Who is sensible in your family? Why?
4 What do you think is scary?
5 On which days are you very busy?

3 Read and correct the underlined words.

1 Magda don't like swimming.
Magda doesn't like swimming.
2 Does Salem like playing computer games? Yes, he do.
3 What is your sister look like?
4 Mustafa loves playing football but he doesn't like play tennis.
5 Noor likes swiming and playing tennis.

4 Describe your brothers, sisters or cousins.

- What do they look like?
- Have they got glasses?
- What are they like?
- What do they like doing?
- Are they the same or different to you? Why?

92 Lesson 7

Review

1 Complete the diagram.

1 Read the instruction with the class and ask them to choose a word to put in the hair column and in the people column to check understanding. Ask students what kind of words need to go in the middle column (words which describe both *hair* and *people*).

2 Put students into pairs to complete the diagram, then check the answers with the class.

3 If there is time, students can also sort the adjectives into opposites (*curly – straight; kind – unkind; long – short; poor – rich; short – tall; strong – weak*).

Answers:

Hair: beard, blond, curly, dark, long, moustache, straight

People: friendly, kind, poor, rich, strong, tall, unkind, weak

Both: short

2 Answer the questions for you.

1 Read through the questions and check students understand the adjectives in each one (*angry, brave, sensible, scary, busy*). Elicit the meaning of each one and check by asking questions, e.g. *Are you happy if you are angry?* (no).
2 Put students into pairs or groups of three to ask and answer the questions together, ideally with someone they have not worked with yet. Ask them to ask and answer the questions in their groups.
3 Give the groups three or four minutes for their discussion, then invite individuals from each group to say one thing they learned about someone else in their group.

Answers:

Students' own answers

3 Read and correct the underlined words.

1 Ask students to complete the exercise individually, then check their answers with a partner. If they have different answers, they should try to work out which one is correct by looking back over the unit together.
2 Check the answers with the class and elicit the rule for each one.

Answers:

2 Does Salem like playing computer games? Yes, he does.
3 What does your sister look like?
4 Mustafa loves playing football but he doesn't like playing tennis.
5 Noor likes swimming and playing tennis.

4 Describe your brothers, sisters or cousins.

1 Read the instruction with the class and tell students that they can also talk about friends if they prefer. Each person should choose no more than two people.
2 Put students into small groups and encourage them to ask each other questions to find out more information.
3 Invite group members to share what they have learnt about their group members with the class.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To choose the correct words in descriptions

Writing:

- To make a poster
- To correct mistakes in sentences (Workbook)
- To write about members of your family (Workbook)

Speaking: To ask and answer questions about likes

- Give students time to talk to each other, discussing these skills, and ask questions if they want.



SB pages 32-33 WB pages 93-94

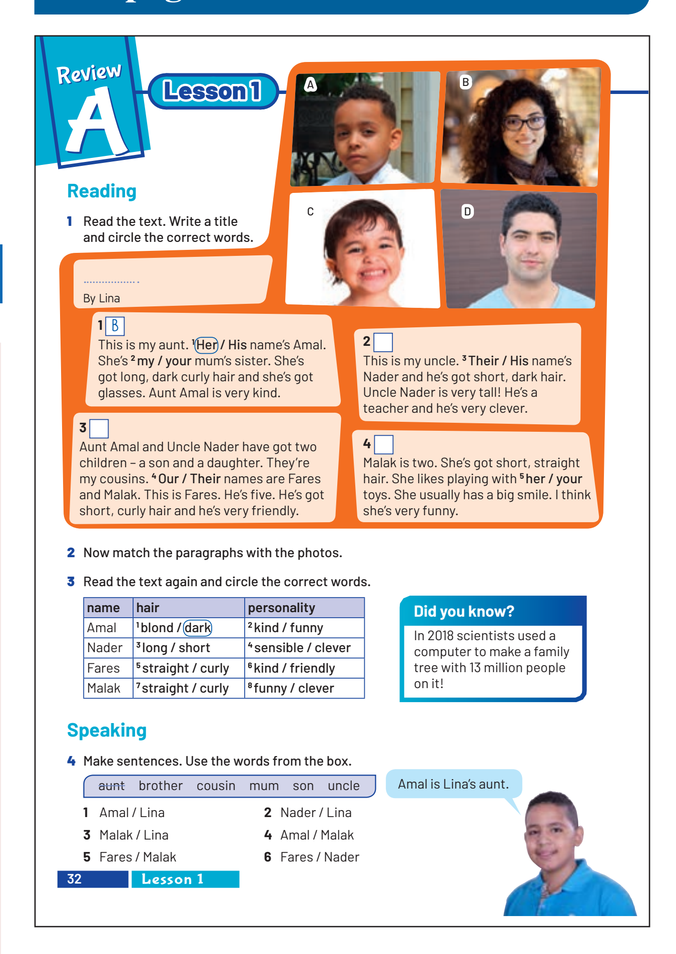
LESSON 1 SB page 32

Outcomes:

- To read short, simple sentences
- To interpret non-verbal reading texts (charts and tables)
- To identify key details in short, familiar texts
- To write short, informative texts
- To demonstrate command of the conventions of standard English structure when writing
- To form and use the simple verb tenses
- To express facts

Language: Revision of language from Units 1–3

SB page 32



Review A Lesson 1

Reading

1 Read the text. Write a title and circle the correct words.

....

By Lina

1 B
This is my aunt. [1]Her / His name's Amal. She's [2]my / your mum's sister. She's got long, dark curly hair and she's got glasses. Aunt Amal is very kind.

2
This is my uncle. [3]Their / His name's Nader and he's got short, dark hair. Uncle Nader is very tall! He's a teacher and he's very clever.

3
Aunt Amal and Uncle Nader have got two children – a son and a daughter. They're my cousins. [4]Our / Their names are Fares and Malak. This is Fares. He's five. He's got short, curly hair and he's very friendly.

4
Malak is two. She's got short, straight hair. She likes playing with [5]her / your toys. She usually has a big smile. I think she's very funny.

2 Now match the paragraphs with the photos.

3 Read the text again and circle the correct words.

name	hair	personality
Amal	[1]blond / dark	[2]kind / funny
Nader	[3]long / short	[4]sensible / clever
Fares	[5]straight / curly	[6]kind / friendly
Malak	[7]straight / curly	[8]funny / clever

Did you know?
In 2018 scientists used a computer to make a family tree with 13 million people on it!

Speaking

4 Make sentences. Use the words from the box.

aunt brother cousin mum son uncle

1 Amal / Lina 2 Nader / Lina
3 Malak / Lina 4 Amal / Malak
5 Fares / Malak 6 Fares / Nader

Amal is Lina's aunt.

32 Lesson 1

Reading

1 Read the text. Write a title and circle the correct words.

1 Direct students to the photos of family members (A– D) and ask them to use what they can see to guess the word for each family member, e.g. brother, sister, cousin, etc.

2 Ask students to read all four texts all the way through once.

3 Tell students to choose and write a title for the four texts and then read each text again and circle the correct options.

4 Refer students to the *Possessive adjectives* language box on page 3 of the Student's book, if necessary.

Answers:

My family
2 my 3 His 4 Their 5 her

2 Now match the paragraphs with the photos.

1 Ask students to read the four texts again and find keywords which will help them to identify the person in the photos that each text describes, e.g. 1) *aunt; long, dark curly hair; glasses*

2 Ask students to compare their answers in pairs.

Answers:

2 D 3 A 4 C

3 Read the text again and circle the correct words.

1 Ask students to read the word options for each person in the table first and then try to find these words in the text.

2 Check answers in class by asking different students to say sentences about each person with the words in the table. Model an example: *Aunt Amal has got dark hair and she is kind.*

Answers:

2 kind 3 short 4 clever 5 curly
6 friendly 7 straight 8 funny

Did you know?

1 Direct students to the *Did you know?* box and ask them to read its contents. Check students' understanding of what a *family tree* is (a diagram or chart that shows all the people in your family).

2 Ask students how surprised they are that a family tree could have 13 million people in it and how many people they think are in their family tree.

Speaking

4 Make sentences. Use the words from the box.

1 Ask students to read each pair of names and then find them in the four texts on this page so they can see what the family connection between the two people is.

2 Direct students to the example sentence in the speech bubble and ask them to write similar sentences for items 2– 6 in their notebooks. Remind them to use the possessive's and mention that they will only need to use the singular form of it.

3 Ask students to compare their sentences in pairs by reading them out loud to each other.

Answers:

2 Nader is Lina's uncle.
3 Malak is Lina's cousin.
4 Amal is Malak's mum.
5 Fares is Malak's brother.
6 Fares is Nader's son.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:
- To understand a text about members of someone's family
- To understand a dialogue and match pictures to descriptions
- To read for specific information

Writing: To write about someone's weekly routine using a table

Listening: To listen for specific information

Speaking: To say sentences with the possessive's

- Give students time to talk to each other discussing these skills, and ask questions if they want.

LESSON 2 SB page 33 WB pages 93 - 94

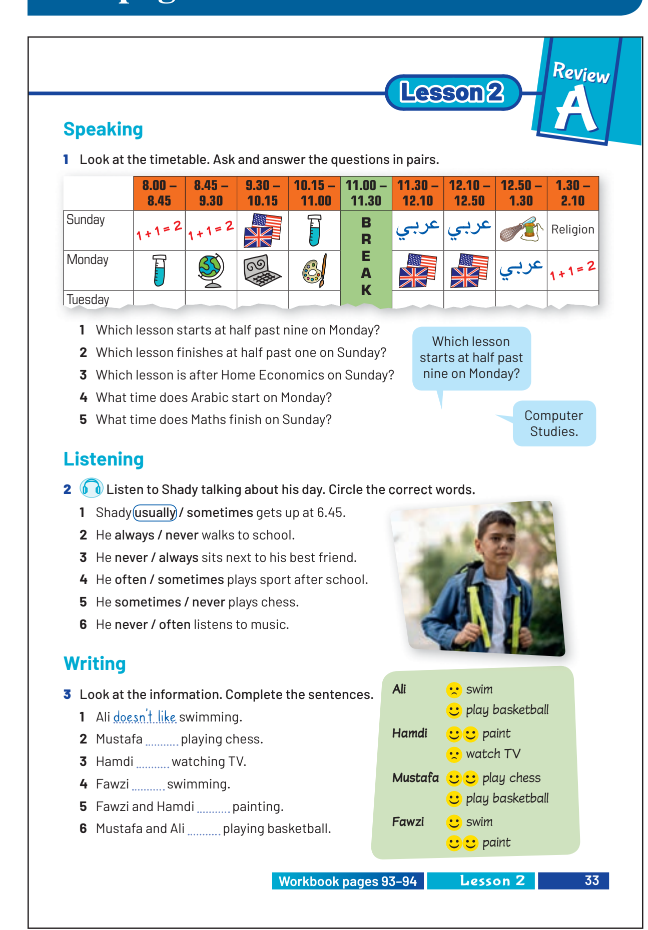
Outcomes:

- To read short, simple sentences
- To interpret non-verbal reading texts (charts and tables)
- To identify key details in short familiar texts
- To write short informative/explanatory texts
- To demonstrate command of the conventions of standard English structure when writing
- To form and use the simple verb tenses
- To express facts
- To form and use possessives
- To form and use the simple verb tenses
- To identify different stress positions in words

Language: Revision of language from Units 1–3

Life Skills: Critical thinking: identify the problem; analyse the parts of the problem

SB page 33



Review A

Lesson 2

Speaking

1 Look at the timetable. Ask and answer the questions in pairs.

	8.00 – 8.45	8.45 – 9.30	9.30 – 10.15	10.15 – 11.00	11.00 – 11.30	11.30 – 12.10	12.10 – 12.50	12.50 – 1.30	1.30 – 2.10
Sunday	1+1=2	1+1=2			B R E A K	عربي	عربي		Religion
Monday								عربي	1+1=2
Tuesday									

1 Which lesson starts at half past nine on Monday?
2 Which lesson finishes at half past one on Sunday?
3 Which lesson is after Home Economics on Sunday?
4 What time does Arabic start on Monday?
5 What time does Maths finish on Sunday?

Listening

2 Listen to Shady talking about his day. Circle the correct words.

1 Shady (usually) / sometimes gets up at 6.45.
2 He **always / never** walks to school.
3 He **never / always** sits next to his best friend.
4 He **often / sometimes** plays sport after school.
5 He **sometimes / never** plays chess.
6 He **never / often** listens to music.

Writing

3 Look at the information. Complete the sentences.

1 Ali doesn't like swimming.
2 Mustafa .... playing chess.
3 Hamdi .... watching TV.
4 Fawzi .... swimming.
5 Fawzi and Hamdi .... painting.
6 Mustafa and Ali .... playing basketball.

Workbook pages 93–94 Lesson 2 33

Speaking

1 Look at the timetable. Ask and answer the questions in pairs.

1 Ask students to look at the timetable and identify the subjects on it.
2 Direct students to the example exchange in the speech bubbles and tell them to ask and answer the questions, using information from the timetable.
3 More confident students could ask and answer the questions in pairs without making any notes. Less confident students will probably need to make notes on the answers to the questions in their notebooks first.
4 Monitor students' conversations and pay attention to their use and pronunciation of vocabulary for school subjects and how they say the time. Provide feedback on this when students have finished talking.

Answers:

2 Home Economics 3 Religion 4 12.50 / Ten to one
5 9.30 / Half past nine

Listening

2 Listen to Shady talking about his day. Circle the correct words.

1 Ask students to read the sentences and predict the correct word in each one.
2 Play the recording and ask students to listen and circle the words they hear.
3 Play the recording again so students can check their answers.
4 You could extend the activity by asking students which sentences are true for them, or, for a greater challenge, ask them to change the adverbs of frequency in the sentences (where necessary) so they are true for them.



Audioscript

Woman: *What time do you get up, Shady?*
Shady: *I usually get up at a quarter to seven on a school day.*
Woman: *How do you travel to school?*
Shady: *I always walk to school with my brother. We never go by car.*

Woman: *Do you like school?*
Shady: *Yes, I do! My lessons are interesting and I see my friends. I always sit next to my best friend, Hassan, in lessons.*
Woman: *And what do you do after school?*
Shady: *I sometimes play sport. On Mondays, I play football, and on Wednesdays, I go swimming.*
Woman: *Do you have any other hobbies? Do you play chess?*
Shady: *No! I never play chess. I don't like it. But I often listen to music or watch TV.*

Answers:

2 always 3 always 4 sometimes 5 never 6 often

Writing

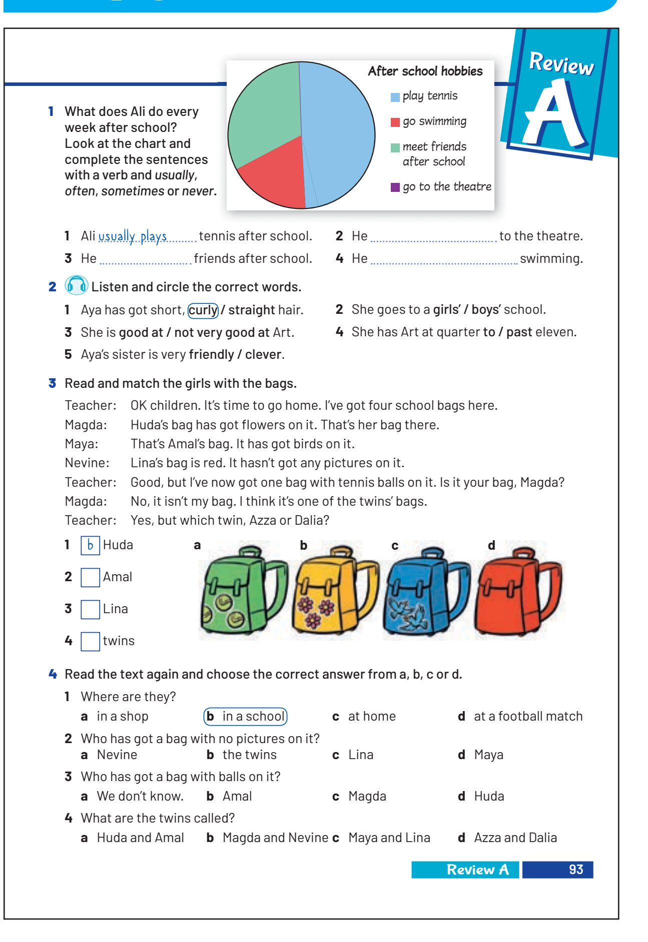
3 Look at the information. Complete the sentences.

1 Direct students to the table on the right-hand side of the page. Elicit or explain that two happy smileys mean that someone *loves* something; one happy smiley means someone *likes* something; an unhappy smiley means someone *doesn't like* something.
2 Direct students to the sample sentence and draw attention to the fact that we use *doesn't like* with *he/she/it*, but *don't like* with *I* or more than one person.
3 Students complete the sentences individually.
4 Check answers in class by inviting different students to each read a completed sentence out loud.

Answers:

2 loves 3 doesn't like 4 likes 5 love 6 like

WB page 93



Review A

1 What does Ali do every week after school? Look at the chart and complete the sentences with a verb and *usually, often, sometimes* or *never*.

After school hobbies
play tennis
go swimming
meet friends after school
go to the theatre

1 Ali usually plays tennis after school. 2 He .... to the theatre.
3 He .... friends after school. 4 He .... swimming.

2 Listen and circle the correct words.
1 Aya has got short, curly / straight hair. 2 She goes to a girls' / boys' school.
3 She is good at / not very good at Art. 4 She has Art at quarter to / past eleven.
5 Aya's sister is very friendly / clever.

3 Read and match the girls with the bags.
Teacher: OK children. It's time to go home. I've got four school bags here.
Magda: Huda's bag has got flowers on it. That's her bag there.
Maya: That's Amal's bag. It has got birds on it.
Nevine: Lina's bag is red. It hasn't got any pictures on it.
Teacher: Good, but I've now got one bag with tennis balls on it. Is it your bag, Magda?
Magda: No, it isn't my bag. I think it's one of the twins' bags.
Teacher: Yes, but which twin, Azza or Dalia?

1 b Huda
2 Amal
3 Lina
4 twins

a b c d

4 Read the text again and choose the correct answer from a, b, c or d.
1 Where are they?
a in a shop b in a school c at home d at a football match
2 Who has got a bag with no pictures on it?
a Nevine b the twins c Lina d Maya
3 Who has got a bag with balls on it?
a We don't know. b Amal c Magda d Huda
4 What are the twins called?
a Huda and Amal b Magda and Nevine c Maya and Lina d Azza and Dalia

Review A 93

1 What does Ali do every week after school? Look at the chart and complete the sentences with a verb and *usually, often, sometimes* or *never.*

1 Direct students to the pie chart and the sample answer.
2 Ask students to look at the other sections of the pie chart and match them with the remaining adverbs of frequency. They can then complete the remaining sentences.

Answers:

2 never goes 3 often meets 4 sometimes goes

2 Listen and circle the correct words.

1 Ask students to read the sentences.
2 Tell students to listen out for the specific information in the sentences so they can circle the correct words, then play the recording.
3 Play the recording again so students can check their answers.



Audioscript

Aya: *Hi, my name's Aya. My friends have got long, straight hair but I've got short, curly hair. We go to a girls' school in Cairo. My favourite school subject is Art. I love drawing. I'm not very good at it, but I want to be! We have Art at quarter to eleven, after Maths and before English. I've got one brother and one sister. My brother is very friendly and my sister is very clever.*

Answers:

2 girls'   3 not very good at   4 to   5 clever

3 Read and match the girls with the bags.

1 Ask students to read the dialogue and notice the information given about each girl's bag. Refer students to the *Glossary* to review the meaning of *twins* if necessary.

2 Tell students to match the people on the left to the pictures of bags on the right.

Answers:

2 c   3 d   4 a

4 Read the text again and choose the correct answer from a, b, c or d.

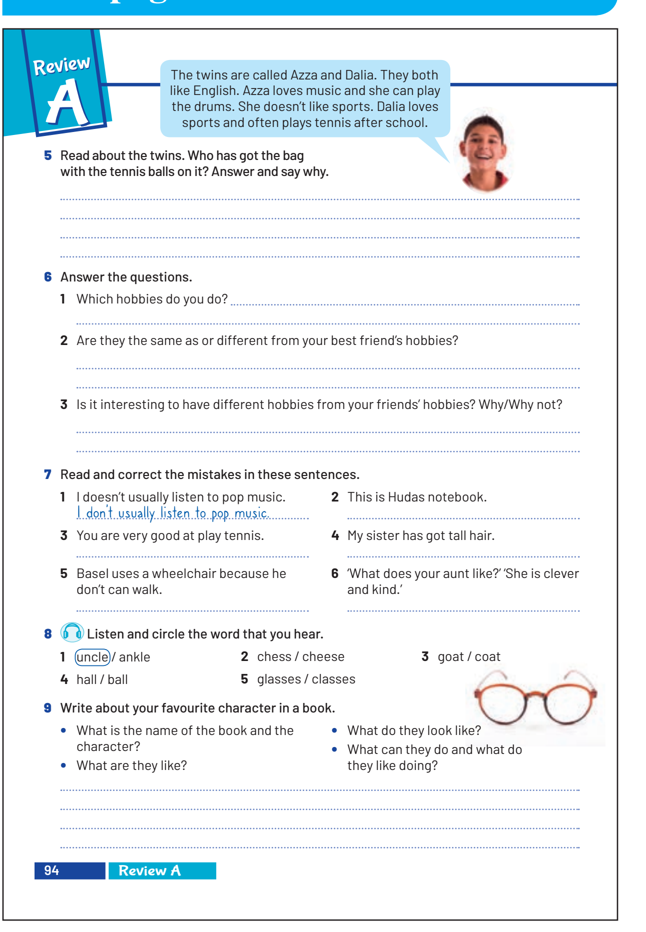
1 Ask students to read the remaining questions and predict the correct answers based on what they can remember from the first time they read the dialogue.

2 Tell students to read the dialogue again and find the specific information each question asks for.

Answers:

2 c   3 a   4 d

WB page 94



Review A

The twins are called Azza and Dalia. They both like English. Azza loves music and she can play the drums. She doesn't like sports. Dalia loves sports and often plays tennis after school.

5 Read about the twins. Who has got the bag with the tennis balls on it? Answer and say why.

6 Answer the questions.
1 Which hobbies do you do?
2 Are they the same as or different from your best friend's hobbies?
3 Is it interesting to have different hobbies from your friends' hobbies? Why/Why not?

7 Read and correct the mistakes in these sentences.
1 I doesn't usually listen to pop music. *I don't usually listen to pop music.*
2 This is Hudas notebook.
3 You are very good at play tennis.
4 My sister has got tall hair.
5 Basel uses a wheelchair because he don't can walk.
6 'What does your aunt like?' 'She is clever and kind.'

8 Listen and circle the word that you hear.
1 (uncle) / ankle   2 chess / cheese   3 goat / coat
4 hall / ball   5 glasses / classes

9 Write about your favourite character in a book.
- What is the name of the book and the character?
- What are they like?
- What do they look like?
- What can they do and what do they like doing?

94 Review A

5 Read about the twins. Who has got the bag with the tennis balls on it? Answer and say why.

1 Direct students to instructions and then to the speech bubble. Ask them to read the speech bubble and find the information they need to answer the question and give a reason for their answer.

2 Tell students to write their answer on the dotted lines as two complete sentences (the first saying who the bag belongs to and the second saying why).

Suggested answers:

Dalia has got the bag with the tennis balls on it. She often plays tennis at school.

6 Answer the questions.

1 Ask students to read the questions carefully and then think about and make notes on their answers.

2 Students write their answers individually.

Answers:

Students' own answers.

7 Read and correct the mistakes in these sentences.

1 Tell students that they need to find and correct one mistake in every sentence. Advise them that they may need to change a word or words for another word or make a change to a word.
2 Students write the correct sentences.

Answers:

2 This is <u>Huda's</u> notebook.
3 You are very good at <u>playing</u> tennis.
4 My sister has got <u>long</u> hair.
5 Basel uses a wheelchair because he <u>can't/cannot</u> walk.
6 'What <u>is</u> your aunt like?' 'She is clever and kind'.

8 Listen and circle the word that you hear.

1 Ask students to read the word pairs.
2 Tell students that they will need to listen carefully to the sentences as the two words in each pair sound very similar – they just start with or contain a different sound.
3 Play the recording, ask students to listen out for the words in each pair and circle the word they hear.
4 Play the recording again so students can check their answers.

 **Audioscript**

Narrator: *1*
Boy 1: *I often go to the cinema with my uncle.*

Narrator: *2*
Girl 1: *Do you like playing chess?*

Narrator: *3*
Girl 1: *I have got a long, white coat.*

Narrator: *4*
Boy 1: *After break, we go to the hall.*

Narrator: *5*
Girl 1: *My uncle has got glasses and a beard.*

Answers:

2 chess 3 coat 4 hall 5 glasses

9 Write about your favourite character in a book.

1 Ask students to decide on their favourite character in a book, or to just choose a character in a book that they like if they don't have a favourite one.
2 Tell students to read the questions carefully and use the key phrases or structures in the questions, e.g. *look like, like doing,* etc. in their answers.
3 Ask students to write their answers in their notebooks and then check in pairs. When the students are more confident of their answers, ask them to write these answers in the form of a paragraph. Guide students to review their paragraphs in light of the writing tips mentioned in the previous units; i.e. use of correct punctuation marks and dealing with one idea or topic.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:
- To analyse a pie chart
- To understand a conversation
- To read and find specific information

Writing:
- To write informative/explanatory texts
- To write about a favourite character in a book

Listening:
- To understand an interview about someone's day
- To listen for specific information
- To listen to identify words in minimal pairs

Speaking: To ask and answer questions about a school timetable

- Give students time to talk to each other, discussing these skills, and ask questions if they want.



SB pages 34-43 WB pages 95-101

OBJECTIVES

Reading

A text message conversation; a text about hobbies

Writing

Making a poster about online safety

Listening

A description of technology in a classroom; a phone call

Video

Technology in the past

Vocabulary

laptop computer, mobile phone, mouse, MP3 player, phone charger, printer, tablet

Speaking

Describing the technology in your classroom; a guessing game; giving instructions

Language

There is / there are; the present continuous

Life Skills

Problem-solving: identify the problem, analyse the parts of the problem; resilience: self-control

LESSON 1 SB pages 34 and 35 WB page 95

Outcomes:

Reading:

- To read a range of high-frequency words and CVC words
- To use glossaries to determine or clarify the meaning of words and phrases
- To read short, simple sentences
- To identify key details in short, familiar texts

Writing: To write short, informative/explanatory texts

Listening: To identify gist and main idea(s) in short listening texts

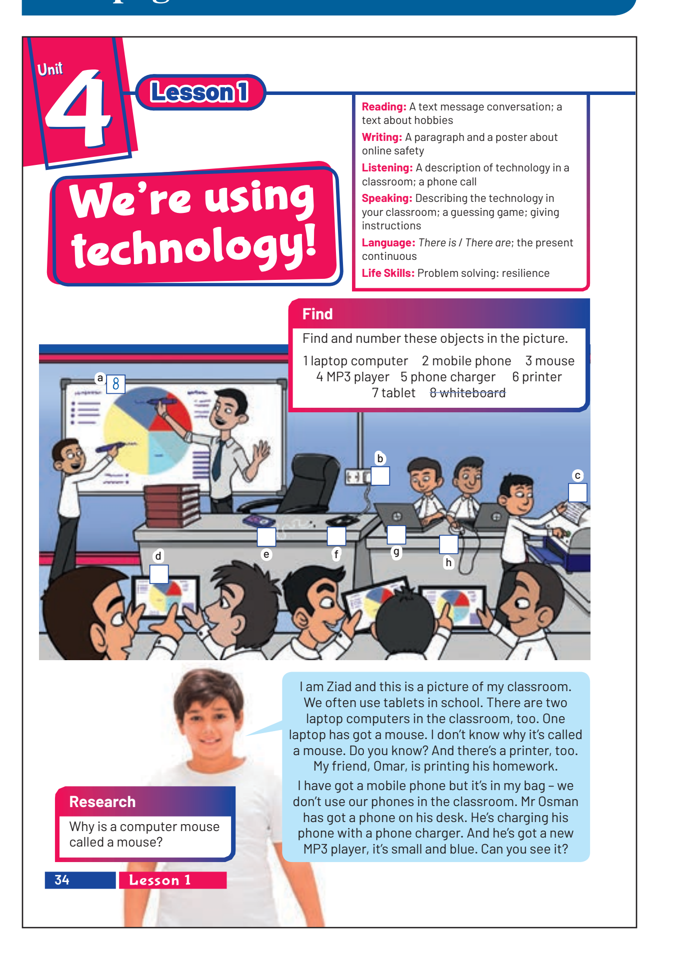
Speaking:

- To pronounce familiar words with some accuracy
- To ask and answer questions in order to get information
- To use prepositions of place to talk about the location of some items
- To ask and answer about the location of some classroom items using *Is/Are there…?*

Before using the book:

- Ask students to name as many things as they can in the classroom. Write these and especially any technology words on the board.
- Write the unit title on the board. Ask students what they think this unit will be about (using technology in the classroom).

SB page 34


Unit 4 Lesson 1

We're using technology!

Reading: A text message conversation; a text about hobbies
Writing: A paragraph and a poster about online safety
Listening: A description of technology in a classroom; a phone call
Speaking: Describing the technology in your classroom; a guessing game; giving instructions
Language: *There is / There are*; the present continuous
Life Skills: Problem solving: resilience

Find

Find and number these objects in the picture.

1 laptop computer 2 mobile phone 3 mouse 4 MP3 player 5 phone charger 6 printer 7 tablet ~~8 whiteboard~~

I am Ziad and this is a picture of my classroom. We often use tablets in school. There are two laptop computers in the classroom, too. One laptop has got a mouse. I don't know why it's called a mouse. Do you know? And there's a printer, too. My friend, Omar, is printing his homework. I have got a mobile phone but it's in my bag – we don't use our phones in the classroom. Mr Osman has got a phone on his desk. He's charging his phone with a phone charger. And he's got a new MP3 player, it's small and blue. Can you see it?

Research

Why is a computer mouse called a mouse?

34 Lesson 1

Find

1. Draw students' attention to the box and read through items 1 to 8 with the class. Check the pronunciation of *mobile* and *mouse*.
2. Ask students to work in pairs to find the items in the picture. If they are not sure, they can look that word up in the *Glossary* at the back of the book.
3. Check answers around the class, again checking pronunciation. Ask students which of the things in the picture they use in their classroom. What do they use them for?

Answers:

b 5   c 6   d 7   e 4
f 2   g 1   h 3

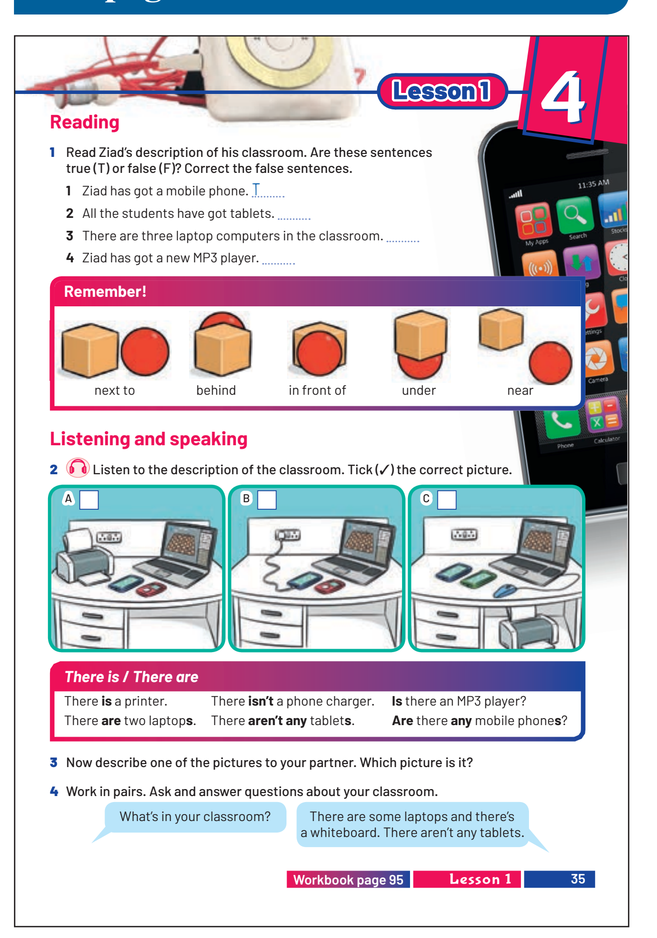
Research

1. Read the question with the class and ask them to point out the mouse in the picture. Ask if anybody knows the answer but don't confirm if they are right at this stage.
2. Put students into pairs and give them one minute to find the answer using an internet search. Ask students to put their hands up when they have the answer, and when a few pairs have their hand up, elicit the answer from the first pair.

Answers:

It is called a mouse because it looks like a mouse.

SB page 35


Lesson 1 4

Reading

1 Read Ziad's description of his classroom. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Ziad has got a mobile phone. T
2 All the students have got tablets. ....
3 There are three laptop computers in the classroom. ....
4 Ziad has got a new MP3 player. ....

Remember!

next to   behind   in front of   under   near

Listening and speaking

2 Listen to the description of the classroom. Tick (✓) the correct picture.

A   B   C

There is / There are

There **is** a printer.	There **isn't** a phone charger.	**Is** there an MP3 player?
There **are** two laptop**s**.	There **aren't any** tablet**s**.	**Are** there **any** mobile phone**s**?

3 Now describe one of the pictures to your partner. Which picture is it?

4 Work in pairs. Ask and answer questions about your classroom.

What's in your classroom?

There are some laptops and there's a whiteboard. There aren't any tablets.

Workbook page 95   Lesson 1   35

Reading

1 Read Ziad's description of his classroom. Are the sentences true (T) or false (F)? Correct the false sentences.

1. Draw students' attention to the speech bubble at the bottom of page 34 and explain that the boy is talking about the classroom picture at the top of page 35.
2. Read the statements 1–4 with the class, asking a different student to read each one.
3. Ask students to read the text individually and to decide if each statement is true or false. Ask students to be prepared to correct the full sentences.
4. When students have finished, they can compare their answers with a partner. If they have different answers, they should look at the text together to see if they can find the correct answer.
5. Check the answers with the class: ask a student to read the first statement then another student to read the text until you arrive at the answer. Continue in this way for all the questions. When

you come across a false answer, elicit the correct answer as well.

6 As follow-up questions, ask students if they use an MP3 player. Are they allowed to use them in school? Ask *Do you use mobile phones in the class? Why/Why not?*

Answers:

2 False. Some of them have one.

3 False. There are two laptop computers in the classroom.

4 False. Mr Osman has got a new MP3 player.

Remember!

Look at the prepositions of place with the class and draw students' attention particularly to the difference between *next to* and *near*.

Listening and speaking

2 Listen to the description of the classrooms. Tick (✓) the correct picture.

1 Read though the instruction with the class and explain that they have to choose the correct picture. Before you listen, go through each picture and elicit from the class the items they can see in each one.

2 Play the recording for students to choose the correct picture, then play the recording a second time to check the answer with the class.

3 Look back at the photo on page 34 and ask some comprehension check questions to consolidate prepositions of place, e.g. *Where is the MP3 player*? (It's in front of the whiteboard.)



Audioscript

There's a laptop computer on the table. Under the table there's a printer. There isn't an MP3 player but there are two mobile phones near the laptop. The laptop has got a mouse.

Answers:

Picture C

There is / There are

1 Ask individual students to read the sentences and questions.

2 Look at the pictures in Exercise 2 again with the class and elicit the differences between the pictures, e.g. point to picture 1 and elicit *There is a printer on the desk;* (picture 2) *There isn't a printer;* (picture 3) *The printer is under the desk.* Elicit other sentences for *mobile phone, MP3 player* and *mouse*.

3 Now describe one of the pictures to your partner. Which picture is it?

1 Read the instruction with the class and put students into pairs.

2 Give pairs two minutes to ask and answer questions. Monitor and help when necessary with prepositions of place and *There is/There are*. Note any good example exchanges and elicit these during class feedback.

Answers:

Students' own answers.

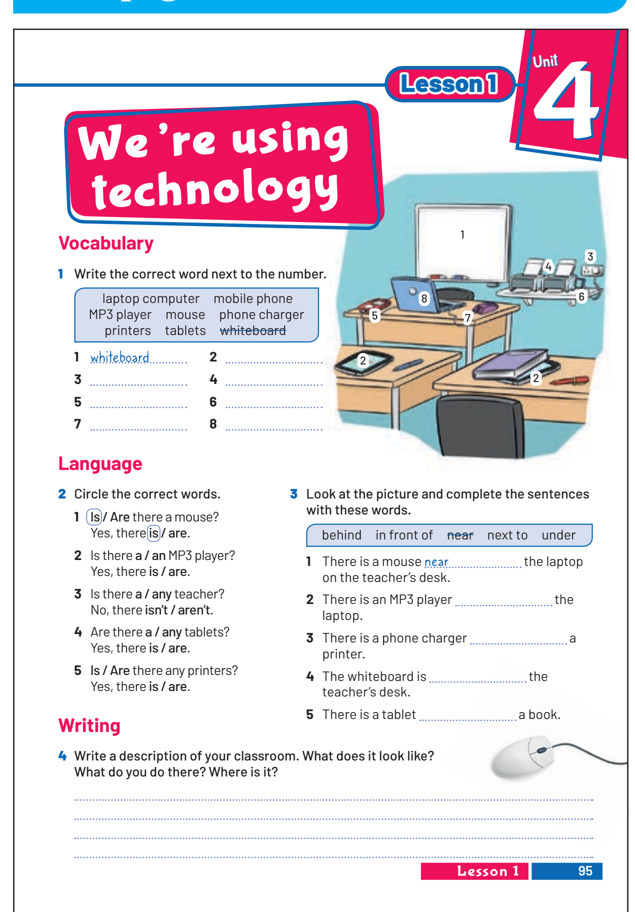
4 Work in pairs. Ask and answer questions about your classroom.

1 Read through the model exchange with the class. For weaker classes, first elicit some sentences about the classroom on page 34 before doing the exercise, e.g. *There is a mobile phone near an MP3 player.*

2 If there is a lack of technology in your classroom, students can use other familiar words, e.g. chair, table. Either put the students into pairs to do the exercise or in groups of three. To make the exercise more challenging, you can ask pairs or groups to come up with as many sentences as they can in two minutes.

3 Give students two minutes, then elicit a few sentences around the class.

WB page 95



Unit 4

Lesson 1

We're using technology

Vocabulary

1 Write the correct word next to the number.

laptop computer mobile phone
MP3 player mouse phone charger
printers tablets ~~whiteboard~~

1 whiteboard 2 ....
3 .... 4 ....
5 .... 6 ....
7 .... 8 ....

Language

2 Circle the correct words.

1 (Is) / Are there a mouse?
Yes, there (is) / are.

2 Is there a / an MP3 player?
Yes, there is / are.

3 Is there a / any teacher?
No, there isn't / aren't.

4 Are there a / any tablets?
Yes, there is / are.

5 Is / Are there any printers?
Yes, there is / are.

3 Look at the picture and complete the sentences with these words.

behind in front of ~~near~~ next to under

1 There is a mouse near .... the laptop on the teacher's desk.

2 There is an MP3 player .... the laptop.

3 There is a phone charger .... a printer.

4 The whiteboard is .... the teacher's desk.

5 There is a tablet .... a book.

Writing

4 Write a description of your classroom. What does it look like? What do you do there? Where is it?

Lesson 1 95

Vocabulary

1 Write the correct word next to the number.

1 Draw students' attention to the picture and elicit what they can see. For stronger classes, encourage students to use full sentences with *There is/isn't* / *There are/aren't* and prepositions of place.

2 Explain to students what they have to do and go through the example with the class.

3 Give students one or two minutes to complete the exercise, then allow them to compare answers with a partner before checking the answers with the class. Again for stronger classes, encourage full sentences.

Answers:

2 tablets 3 phone charger 4 printers 5 MP3 player
6 mobile phone 7 mouse 8 laptop computer

Language

2 Circle the correct words.

1 Read the instruction with the class, then give students two minutes to complete the exercise.

2 Allow students to compare their answers in pairs, before checking the answers around the class. Encourage students to use full sentences.

Answers:

2 an, is 3 a, isn't 4 any, are 5 Are, are

3 Look at the picture and complete the sentences with these words.

1 Read the instruction and go through the words in the box with the class.

2 Ask the students to look at the picture in Exercise 1 then give them two minutes to complete the exercise. Tell students if they finish early, they can try to make extra sentences, e.g. *The printer is next to the whiteboard.*

3 Check the answers around the class, then elicit any extra sentences from the fast finishing students. Encourage the rest of the class to confirm or correct their sentences.

Answers:

2 next to 3 behind 4 in front of 5 under

Writing

4 Write a description of your classroom. What does it look like? What do you do there? Where is it?

1 Remind students of Speaking Exercise 4, page 35 of the Student's Book. Tell students they are now going to write down their descriptions and also write where things are.

2 Students can then write their descriptions. Tell them to use their notebooks if they need more space. Remind them again to follow the rules they have taken so far while writing their paragraphs. They can either do this in class or for homework.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To read a range of high-frequency words and CVC words
- To use glossaries to determine or clarify the meaning of words and phrases
- To read short, simple sentences
- To identify key details in short, familiar texts

Writing: To write short, informative/explanatory texts

Listening: To identify gist and main idea(s) in short listening texts

Speaking:

- To pronounce familiar words with some accuracy
- To ask and answer questions in order to get information
- To use prepositions of place to talk about the location of some items
- To ask and answer about the location of some classroom items using *Is/Are there…?*

- Give students time to discus these skills together, and ask questions if they want.

LESSON 2 SB pages 36 and 37 WB page 96

Outcomes:

- To read short, simple sentences
- To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases
- To skim grade-appropriate text to get the general idea
- To identify key details in short, familiar texts
- To write short, explanatory texts
- To form and use the simple verb tenses (present continuous)
- To ask and answer questions in order to get information

Video:

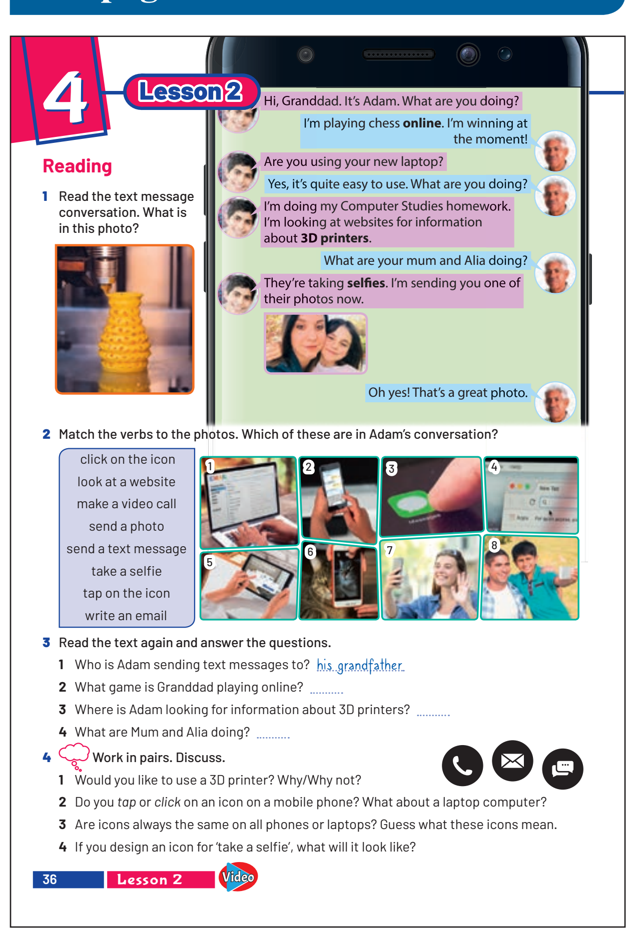
- To understand a video about technology in the past

Vocabulary:

- online, 3D printer, selfie; click on the icon, look at a website, make a video call; tap on the icon

Language: To practise using the present continuous

SB page 36


4 Lesson 2

Reading

1 Read the text message conversation. What is in this photo?

Hi, Granddad. It's Adam. What are you doing?
I'm playing chess **online**. I'm winning at the moment!
Are you using your new laptop?
Yes, it's quite easy to use. What are you doing?
I'm doing my Computer Studies homework. I'm looking at websites for information about **3D printers**.
What are your mum and Alia doing?
They're taking **selfies**. I'm sending you one of their photos now.
Oh yes! That's a great photo.

2 Match the verbs to the photos. Which of these are in Adam's conversation?

click on the icon
look at a website
make a video call
send a photo
send a text message
take a selfie
tap on the icon
write an email

3 Read the text again and answer the questions.

1 Who is Adam sending text messages to? his grandfather
2 What game is Granddad playing online? ....
3 Where is Adam looking for information about 3D printers? ....
4 What are Mum and Alia doing? ....

4 Work in pairs. Discuss.

1 Would you like to use a 3D printer? Why/Why not?
2 Do you *tap* or *click* on an icon on a mobile phone? What about a laptop computer?
3 Are icons always the same on all phones or laptops? Guess what these icons mean.
4 If you design an icon for 'take a selfie', what will it look like?

36 Lesson 2 Video

Reading

1 Read the text message conversation. What is in this photo?

1 Direct students' attention to the photo at the top of the page. Ask the class to describe what they can see and have a guess at what it might be. Don't confirm any answers at this stage as students will find out when they read.

2 Now ask students to look at the picture of the phone and ask them what kind of text this is (a mobile phone conversation). Ask them to look at the photos and guess who is talking in the conversation (a boy and his grandfather). Read through the text messages with the class asking one student to take the role of the boy and

another one to take the role of the grandfather.

3 Read the question with the class and elicit the answer.

4 Draw students' attention to the three words in bold in the text message conversation. Put students into pairs and give them two minutes to look up the words in the *Glossary* at the back of the Student's Book or in a dictionary. Elicit definitions from different students and ask other students to put each target word into a sentence.

Answers:

It's a 3D printer. / It shows 3D printing.

2 Match the verbs to the photos. Which of these are in Adam's conversation?

1 Ask a different student to read each of the verb phrases to the class. Check they understand them and refer to the *Glossary* of the book if necessary.

2 Students match the words to the pictures, then compare answers with a partner. If they have different answers, they should try to find the correct one together.

3 Check the answers with the class, then read the text again to find the verbs in the text.

Answers:

1 write an email	2 send a text message
3 tap on the icon	4 click on the icon
5 look at a website	6 send a photo
7 make a video call	8 take a selfie

The following are mentioned in Adam's conversation:

look at a website, send a photo, take a selfie

3 Read the text again and answer the questions.

1 Read through the questions as a class and check for understanding.

2 Students answer the questions individually or alternatively in pairs for support.

3 Check the answers around the class.

Answers:

2 chess 3 on a website 4 They are taking selfies.

4 Work in pairs. Discuss.

1 The speech bubble icon in the Student's Book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn. While students are talking, encourage them to do this by asking questions and prompting at a level that is appropriate for them. Note any good conversations to elicit at the feedback stage.

2 If you have access to the internet in the classroom, you could show students a 3D printer in action. Otherwise, answer the first question as a class to get a range of ideas and open up discussion.

3 Put students into pairs or groups to discuss questions 2 and 3, reminding them to look back at Exercise 3 to help them.

4 Elicit answers from individual pairs/groups.

5 Students can either do question 4 in their pairs/groups or individually for homework. They can then display their work around the room for the class to vote on the best one.

Answers:

1 Students' own answers.

2 You tap on an icon on a phone, you click on an icon on a laptop computer.

3 They are not always the same but they are usually similar. The icons are: Phone/email/message.

4 Students' own answers.

Video

1 Tell students they are going to watch a video about technology in the past. Ask students to watch and listen and to remember three different things from the video. Students can make notes if they want to.

2 Play the video for the class to watch. Elicit students' ideas and write them on the board. For each thing they remember, e.g. *astronomy,* elicit one thing they can remember about it from the video, e.g. *they used astronomy to find their way in the desert and at sea*.

3 Play the video again and pause after each idea on the board for students to confirm.

4 As a follow-up, students could make a poster about the ancient Egyptians and the technology they used. Students can do this in class in small groups or individually for homework. If you have the facility, students can put their posters

up around the room for other students to read and leave comments on. Have a class vote on the best poster.



Videoscript

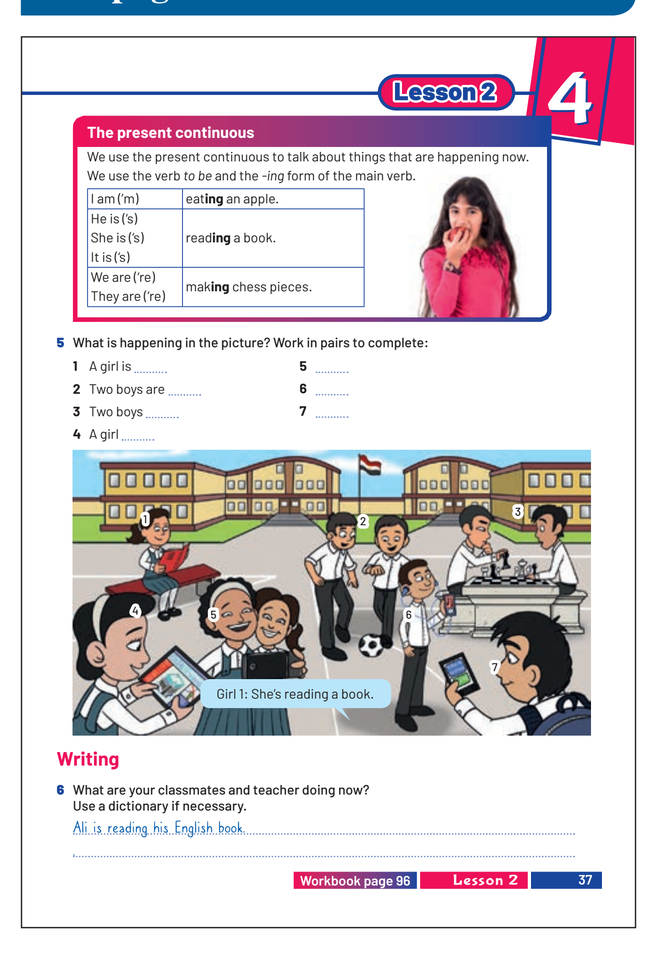
Narrator: *We use technology every day. Modern technology is very different from technology in the past. The ancient Egyptians used their own forms of technology to do a lot of different things.*

For example, ancient Egypt was the first civilization to use calendars. This is a calendar in the Temple of Karnak in Luxor.

Today, we can use our phones to find our way. The ancient Egyptians used astronomy to find their way in the desert and at sea. Astronomy is the study of stars and planets.

How do you tell the time? Have you got a phone … or a watch?
The ancient Egyptians had the first clocks. They were called sundials, like this one in Alexandria. They used the sun to tell the time.
Hieroglyphics is the oldest writing in the world. The ancient Egyptians used hieroglyphics to communicate.
And of course, the ancient Egyptians used a plant called papyrus to make the first kind of paper.
This is papyrus. It grows along the River Nile.
Today, we use different technology to the ancient Egyptians. This woman is writing a text message on her phone.
And this man is writing a story. He is not using paper at all!
Today, we have calendars on our phones, computers and tablets.
Today's technology is different, but we can thank the ancient Egyptians for starting the ideas for our technology too.

SB page 37



The present continuous

1 Look at the text on page 36 with the class again. Ask students to find a verb in the text, e.g. *I'm playing text chess online. I'm winning at the moment*. Ask students: *When is this action happening?* (now). Ask students *Is the action finished?* (no).

2 Read through the information in the Language box with the class.

3 Explain that we use the present continuous to talk about things that are happening now. Use the provided example sentences.

5 What is happening in the picture? Work in pairs to complete:

1 Draw students' attention to the picture. Ask the class *Where are they?* (in the playground at school). Point out the numbers 1–7 and ask them to find 1. Elicit *She is reading a book.*

2 Put students into pairs and ask students to write one sentence for each of the numbers in the picture using the present continuous. Remind them to refer to the box if they need help.

3 Give students a few minutes to complete their

sentences, then elicit sentences around the class. Accept any answers which are grammatically correct and correct any errors.

Answers:

1 reading a book.
2 playing football.
3 are playing chess.
4 is looking at a website / using a tablet.
5 Two girls are taking a selfie.
6 A boy is listening to music.
7 A boy is sending a text message.

Writing

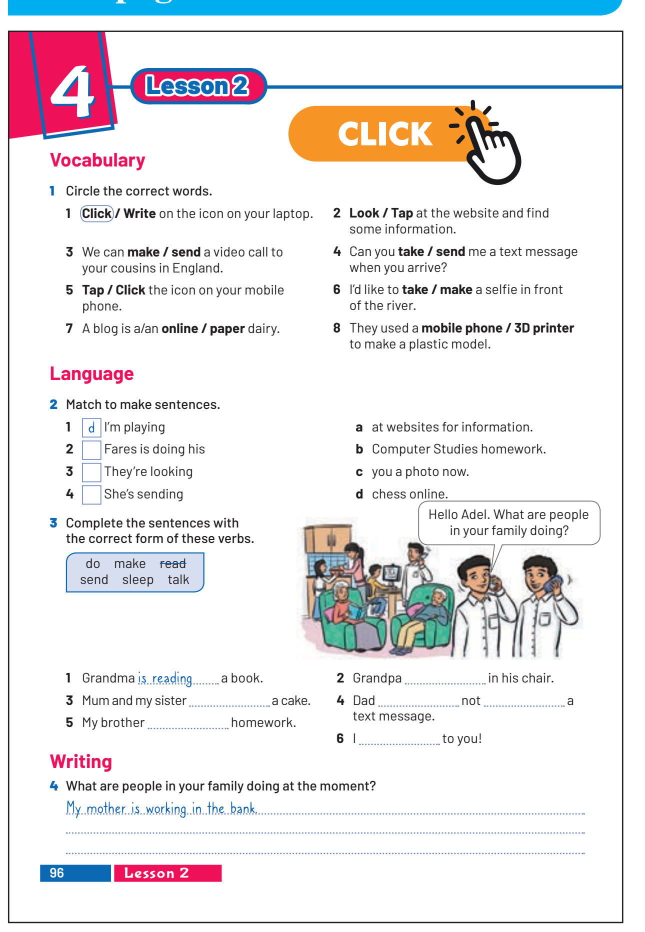
6 What are your classmates and teacher doing now? Use a dictionary if necessary.

1 Students can do this exercise in class or for homework.
2 Ask students to do the exercise individually, then swap sentences with a partner to check for errors with the present continuous. Elicit sentences from around the class.

Answers:

Students' own answers.

WB page 96



4 Lesson 2

CLICK

Vocabulary

1 Circle the correct words.

1 Click / Write on the icon on your laptop.
2 Look / Tap at the website and find some information.
3 We can make / send a video call to your cousins in England.
4 Can you take / send me a text message when you arrive?
5 Tap / Click the icon on your mobile phone.
6 I'd like to take / make a selfie in front of the river.
7 A blog is a/an online / paper dairy.
8 They used a mobile phone / 3D printer to make a plastic model.

Language

2 Match to make sentences.

1 d I'm playing
2 Fares is doing his
3 They're looking
4 She's sending

a at websites for information.
b Computer Studies homework.
c you a photo now.
d chess online.

3 Complete the sentences with the correct form of these verbs.

do make ~~read~~ send sleep talk

1 Grandma is reading a book.
2 Grandpa .... in his chair.
3 Mum and my sister .... a cake.
4 Dad .... not .... a text message.
5 My brother .... homework.
6 I .... to you!

Writing

4 What are people in your family doing at the moment?

My mother is working in the bank.

96 Lesson 2

Vocabulary

1 Circle the correct words.

1 Before students open their books, brainstorm technology words with the class. Write them on the board as students call them out.
2 Students open their books. Read through the instruction with the class. Ask students to complete the sentences individually, then compare their answers in pairs. If their answers differ, they can look at the verbs in Exercise 2 on page 36 of the Student's Book and try to decide the correct answer together.
3 Check answers around the class.

Answers:

2 Look	3 make	4 send	5 Tap
6 take	7 an, online	8 3D printer	

Language

2 Match to make sentences.

1 Ask students to match the sentence beginnings 1–4 with the endings a–d. They can do this individually.
2 Students can compare answers in pairs.
3 Check answers around the class.

Answers:

2 b   3 a   4 c

3 Complete the sentences with the correct form of these verbs.

1 Before students do the exercise, review the rules for forming the present continuous. If necessary, read through the language box on page 37 of the Student's Book again.
2 Read the instruction, speech bubble and example with the class and ask them to complete the exercise individually. When they have finished, ask them to compare their answers with a partner.
3 Invite different students to give their answers.

Answers:

2 is sleeping   3 are making   4 is sending   5 is doing   6 am talking

Writing

4 What are people in your family doing at the moment?

1 Tell students to imagine what their family is doing right now. Explain that they should write at least three sentences about their family, or if they like, their friends as well.
2 Put students into pairs to brainstorm sentences about their family members in their notebooks then check each other's work for mistakes in using the present continuous. For weaker classes, you could check students' answers at this point.
3 Students then write up their corrected sentences, either in their workbooks or in their notebooks if they need more space. They can do this in class or for homework in the form of a simple paragraph. Invite different students to read their answers to the class. Correct any mistakes with the present continuous.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Speaking

- To talk about a picture using the present continuous
- To use critical thinking to talk about and design an icon

Reading:

- To understand a text message conversation
- To read for specific information
- To identify key details in short, familiar texts

Writing: To write about what people are doing now using the present continuous

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 38 and 39 WB page 97

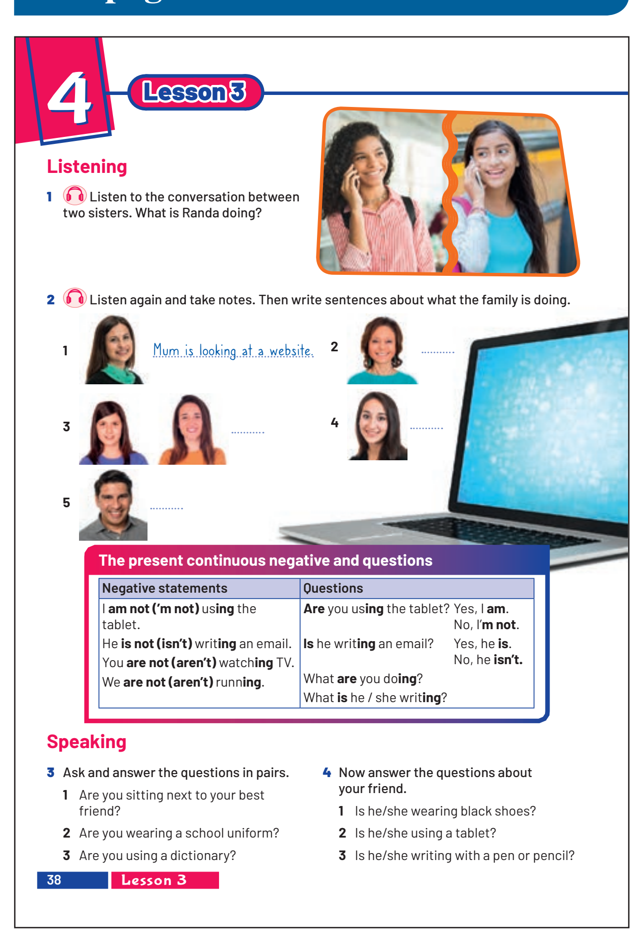
Outcomes:

- To identify key details in short, familiar texts
- To form and use the basic verb tenses (present continuous)
- To identify gist and main idea(s) in short listening texts
- To express facts

Language:

- To form questions and negative sentences in the present continuous

SB page 38


4 Lesson 3

Listening

1 Listen to the conversation between two sisters. What is Randa doing?

2 Listen again and take notes. Then write sentences about what the family is doing.

1 Mum is looking at a website. 2 .... 3 .... 4 .... 5 ....

The present continuous negative and questions

Negative statements	Questions
I **am not ('m not)** using the tablet. He **is not (isn't)** writing an email. You **are not (aren't)** watching TV. We **are not (aren't)** running.	**Are** you using the tablet? Yes, I **am**. No, I'**m not**. **Is** he writing an email? Yes, he **is**. No, he **isn't**. What **are** you doing? What **is** he / she writing?

Speaking

3 Ask and answer the questions in pairs.
1 Are you sitting next to your best friend?
2 Are you wearing a school uniform?
3 Are you using a dictionary?

4 Now answer the questions about your friend.
1 Is he/she wearing black shoes?
2 Is he/she using a tablet?
3 Is he/she writing with a pen or pencil?

38 Lesson 3

Listening

1 Listen to the conversation between two sisters. What is Randa doing?

1 Draw students' attention to the photo of the two girls and elicit what they are doing. (They are talking on the phone.)
2 Read the instruction with the class then play the recording.
3 Elicit the answer.

 **Audioscript**

Randa: *Hi, Sherifa, it's Randa.*
Sherifa: *Oh, hello Randa. Where are you? Are you at home?*
Randa: *Yes, and Uncle Yasser's here with our cousins Ola, Reem and Samira.*
Sherifa: *What's Mum doing?*
Randa: *She's looking at a website. She wants to make a cake.*
Sherifa: *Yum! Mum makes the best cakes. Is she using the tablet?*
Randa: *No, she isn't. She's using the laptop. Uncle Yasser's using the tablet. He's writing an email.*
Sherifa: *Is grandmother watching TV?*
Randa: *Yes, she is. It's her favourite programme on now.*
Sherifa: *Of course. What are Ola and Samira doing?*
Randa: *They're taking selfies in the garden.*
Sherifa: *Again? They're always taking selfies!*
Randa: *I know. Reem isn't taking a selfie; she's listening to music on her MP3 player.*
Sherifa: *She's a good dancer! What are you doing, Randa?*
Randa: *I'm talking to you!*
Sherifa: *Oh yes!*

Answers:

Randa is talking to Sherifa (on the phone).

2 Listen again and take notes. Then write sentences about what the family is doing.

1 Read the instruction with the class. Look at the photos with the class and decide who the people are. Ask students to write 2–5 in their notebooks and the name of each person next to each one, (2 grandmother, 3 cousins, 4 sister, 5 uncle). This will help students while they are listening. Tell students they should try to write one thing about each person but they don't need to write full sentences at this point.
2 For weaker classes, you could stop the recording after each answer to give students time to write, otherwise play the recording straight through for students to write their notes.
3 Check answers around the class, then point to the photo of the laptop and ask who was using the laptop (Mum).

Answers:

2 Grandmother is watching TV.
3 Ola and Samira are taking selfies.
4 Reem is listening to music.
5 Uncle Yasser is using the tablet / writing an email.

Speaking

3 Ask and answer the questions in pairs.

1 Read through the language box with the class. Remind students that we can use the short form *I'm* with negative, short answers *(No, I'm not)* but not with affirmative *(Yes, I am)*. Ask a few questions around the class *What are you doing? Are you watching TV? Are you writing? Are you listening?*

2 Put students into pairs and ask them to take turns to ask and answer the questions. Remind them to use the language in the *Language* box correctly. Go around and monitor students, noting any good examples, but don't correct them at this stage.

3 Give students two minutes to complete the exercise but don't carry out any class feedback at this stage.

Answers:

Students' own answers.

4 Now answer the questions about your friend.

1 Invite pairs to swap partners with another pair so that they are now working with a different partner from Exercise 3.

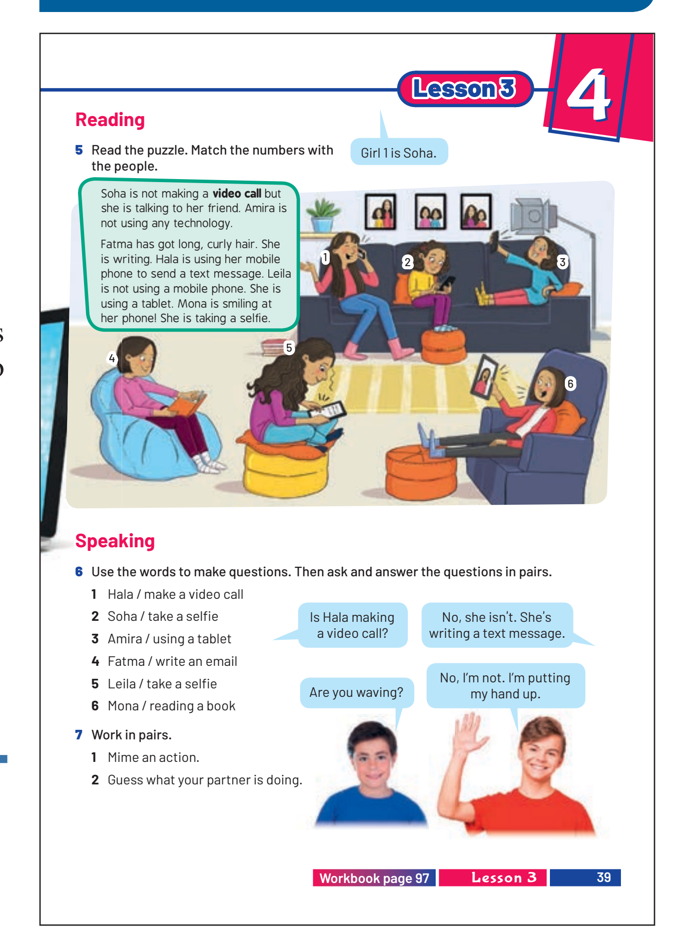
2 With their new partners, students ask and answer the questions. If they finish quickly, they should try to think of their own questions they can ask they partner.

3 Give students two or three minutes to talk, then elicit some things students learnt about their first and second partners. Correct any errors with present continuous negative and questions at the end of the class feedback.

Answers:

Students' own answers.

SB page 39


Lesson 3 4

Reading

5 Read the puzzle. Match the numbers with the people.

Girl 1 is Soha.

Soha is not making a **video call** but she is talking to her friend. Amira is not using any technology.

Fatma has got long, curly hair. She is writing. Hala is using her mobile phone to send a text message. Leila is not using a mobile phone. She is using a tablet. Mona is smiling at her phone! She is taking a selfie.

Speaking

6 Use the words to make questions. Then ask and answer the questions in pairs.

1 Hala / make a video call
2 Soha / take a selfie
3 Amira / using a tablet
4 Fatma / write an email
5 Leila / take a selfie
6 Mona / reading a book

Is Hala making a video call?

No, she isn't. She's writing a text message.

Are you waving?

No, I'm not. I'm putting my hand up.

7 Work in pairs.

1 Mime an action.
2 Guess what your partner is doing.

Workbook page 97 Lesson 3 39

Reading

5 Read the puzzle. Match the numbers with the people.

1 Draw students' attention to the picture and ask some questions, e.g. *How many people are using a tablet? How many people are using a phone? How many people are talking on their phone?*

2 Read the puzzle to the class and ask them to match the people in the text to the numbers in the picture as you read. Alternatively, put students into pairs to read together. Make sure students remember the phrase make *a video call*.

3 Check the answers around the class.

Answers:

Girl 1 is Soha.
Girl 2 is Hala
Girl 3 is Mona.
Girl 4 is Amira.
Girl 5 is Fatma.
Girl 6 is Leila.

Speaking

6 Use the words to make questions. Then ask and answer the questions in pairs.

1. Tell students that now they have to make questions and answers about the girls in the picture using the present continuous tense.
2. If you think it will help, ask students to write questions for 1 to 6 in their notebooks, then write the sentences down. They can then swap work with a partner to check they have used the present continuous correctly.
3. For weaker classes, you can check students' work at this point. Alternatively, pairs can ask and answer without writing out the sentences first.
4. Monitor and help with the present continuous where necessary. Check for any good example sentences to elicit during class feedback.

Answers:

1. Is Hala making a video call? No, she isn't. She's writing a text message.
2. Is Soha taking a selfie? No, she isn't. She's talking on her mobile phone / to a friend.
3. Is Amira using a tablet? No, she isn't. She's reading a book.
4. Is Fatma writing an email? Yes, she is.
5. Is Leila taking a selfie? No, she isn't. She's making a video call.
6. Is Mona reading a book? No, she isn't. She's taking a selfie.

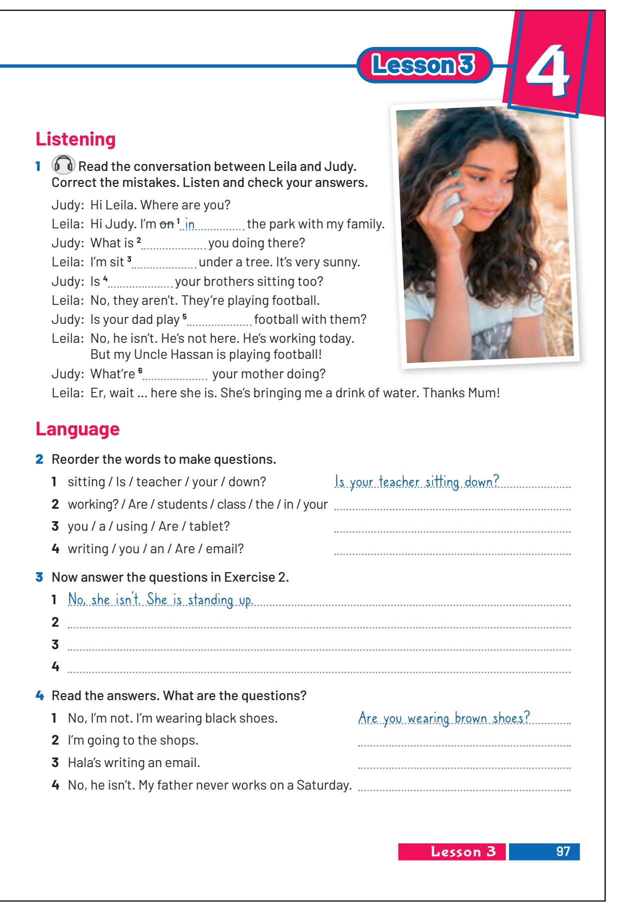
7 Work in pairs.

1. Read the instructions and the example exchange with the class, then demonstrate the activity with a strong student. Mime, for example, 'writing' and elicit from the student: *Are you writing? (Yes, I am.)*
2. Put students into pairs or groups of three to complete the activity. Give them one or two minutes to mime and guess the actions, then ask a few students to mime the actions they chose for the class to guess.

Answers:

Students' own answers.

WB page 97



Lesson 3 4

Listening

1 Read the conversation between Leila and Judy. Correct the mistakes. Listen and check your answers.

Judy: Hi Leila. Where are you?
Leila: Hi Judy. I'm ~~on~~ [1] in .... the park with my family.
Judy: What is [2] .... you doing there?
Leila: I'm sit [3] .... under a tree. It's very sunny.
Judy: Is [4] .... your brothers sitting too?
Leila: No, they aren't. They're playing football.
Judy: Is your dad play [5] .... football with them?
Leila: No, he isn't. He's not here. He's working today. But my Uncle Hassan is playing football!
Judy: What're [6] .... your mother doing?
Leila: Er, wait ... here she is. She's bringing me a drink of water. Thanks Mum!

Language

2 Reorder the words to make questions.

1 sitting / Is / teacher / your / down? Is your teacher sitting down?
2 working? / Are / students / class / the / in / your ....
3 you / a / using / Are / tablet? ....
4 writing / you / an / Are / email? ....

3 Now answer the questions in Exercise 2.

1 No, she isn't. She is standing up.
2 ....
3 ....
4 ....

4 Read the answers. What are the questions?

1 No, I'm not. I'm wearing black shoes. Are you wearing brown shoes?
2 I'm going to the shops. ....
3 Hala's writing an email. ....
4 No, he isn't. My father never works on a Saturday. ....

Lesson 3 97

Listening

1 Read the conversation between Leila and Judy. Correct the mistakes. Listen and check your answers.

1. Quickly review the present continuous and explain to students that they have to correct the mistakes in the conversation. Explain that most of the mistakes are with the present continuous.
   Draw students' attention to the example and make sure that they understand that the mistake is just before the gap in each question.
2. Ask students to complete the exercise individually.
3. Play the recording for students to check their answers, stopping after each answer to ask individuals to say the answer.



Audioscript

Judy: *Hi, Leila. Where are you?*
Leila: *Hi, Judy. I'm in the park with my family.*
Judy: *What are you doing there?*
Leila: *I'm sitting under a tree. It's very sunny.*

Judy: *Are your brothers sitting too?*
Leila: *No, they aren't. They're playing football.*
Judy: *Is your dad playing football with them?*
Leila: *No, he isn't. He's not here. He's working today. But my Uncle Hassan is playing football!*
Judy: *What's your mother doing?*
Leila: *Er, wait … here she is. She's bringing me a drink of water. Thanks, Mum!*

Answers:

1 in 2 are 3 sitting 4 Are 5 playing 6. 's / is

Language

2 Reorder the words to make questions.

1 Read the instruction with the class and look at the example together. Ask students how they know which is the first word (the first letter of the first word is in capital letters).

2 Students complete the exercise individually then check their answers with a partner. If students have different answers, they should work together to try to find the correct answer. If necessary, they can look at the language box on page 38 of the Student's Book to check.

Answers:

2 Are the students in your class working?
3 Are you using a tablet?
4 Are you writing an email?

3 Now answer the questions in Exercise 2.

1 As before, students complete the exercise individually, then check their answers with a partner. If students have different answers, they should work together to try to work out the correct answer.

2 Check the answers around the class.

Suggested answers:

2 Yes, they are.
3 Yes, I am. / No, I'm not. I'm writing with a pen.
4 No, I'm not.

4 Read the answers. What are the questions?

1 Explain to students that they need to write questions. They can refer to the language box on Student's Book page 38 again if necessary.

2 Put students into pairs to write the questions, then check answers around the class.

Suggested answers:

2 Where are you going?
3 What is Hala doing/writing?
4 Is your father working today/ on Saturday?

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand and solve a puzzle

Writing: To write sentences using the present continuous

Listening: To listen for gist and for specific information

Speaking:

- To talk about what people are doing
- To ask and answer questions in the present continuous

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 4 SB page 40 WB page 98

Outcomes:

- To skim grade-appropriate text to get the general idea
- To identify key details in short, familiar texts
- To read and respond to short, familiar texts
- Write about likes and dislikes in different topics (Workbook)

Vocabulary:

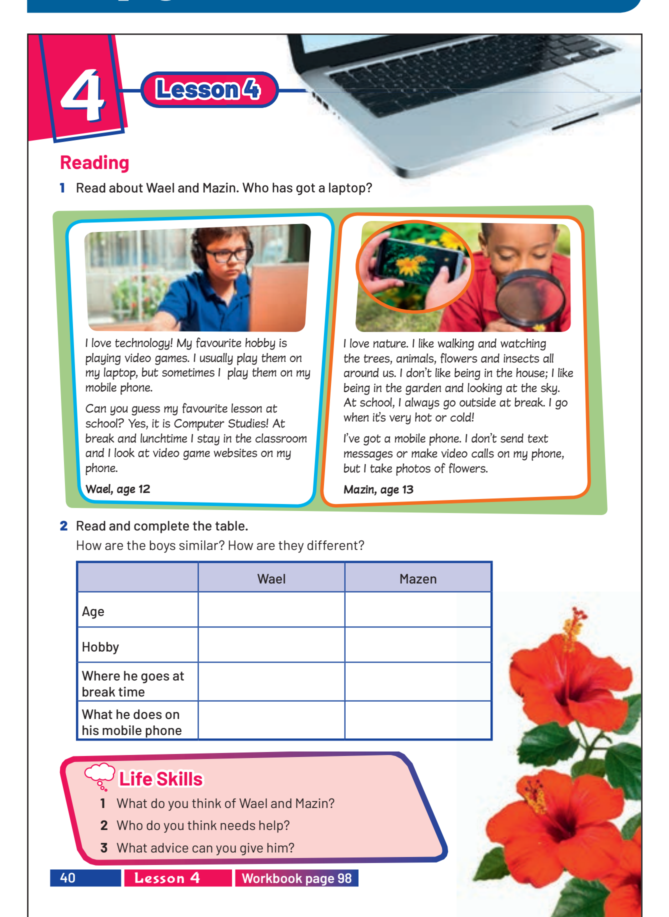
- nature, eagle

Language:

- The present continuous (Workbook)

Life Skills: Problem-solving: to identify the problem, analyse parts of the problem

SB page 40



4 Lesson 4

Reading

1 Read about Wael and Mazin. Who has got a laptop?

I love technology! My favourite hobby is playing video games. I usually play them on my laptop, but sometimes I play them on my mobile phone.

Can you guess my favourite lesson at school? Yes, it is Computer Studies! At break and lunchtime I stay in the classroom and I look at video game websites on my phone.

Wael, age 12

I love nature. I like walking and watching the trees, animals, flowers and insects all around us. I don't like being in the house; I like being in the garden and looking at the sky. At school, I always go outside at break. I go when it's very hot or cold!

I've got a mobile phone. I don't send text messages or make video calls on my phone, but I take photos of flowers.

Mazin, age 13

2 Read and complete the table.

How are the boys similar? How are they different?

	Wael	Mazen
Age		
Hobby		
Where he goes at break time		
What he does on his mobile phone		

Life Skills

1 What do you think of Wael and Mazin?
2 Who do you think needs help?
3 What advice can you give him?

40 Lesson 4 Workbook page 98

Reading

1 Read about Wael and Mazin. Who has got a laptop?

1 Tell students they are going to read two blog posts about two different boys. Ask students to look at the photos and say what each person is doing. Check students' use of the present continuous. Ask the class if they think the boys are similar or different. Why?

2 Read the question with the class, then ask them to read the two texts quickly to find the answer. Elicit the answer from the class.

Answers:

Wael has got a laptop.

2 Read and complete the table.

1 Ask the students to read the blog posts again and then complete the table below.

2 When the students have finished, they can compare their answers with a partner. If they have different answers, they can check the text again to see if they can find the correct answers.

3 Check the answers with the class as a whole.

Answers:

	Wael	*Mazen*
Age	12	13
Hobby	Playing video games	Walking and watching the trees, animals, flowers and insects
Where he goes at break time	He stays in the classroom	He goes outside (even when it's very hot or cold)
What he does on his mobile phone	He looks at video game websites	He takes photos of flowers.

Life Skills

1 The speech bubble icon in the SB denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn. While students are talking, encourage them to do this by asking questions and prompting at a level that is appropriate for them.

2 Direct students' attention to the box and read through the questions with the class. Elicit some brief answers to the first two questions as a class initially. Try to focus on the differences between the two boys.

3 Put students into pairs or groups of three to ask and answer the questions. Go around and monitor groups and offer prompts or encouragement if needed.

You may prefer to deal with the second question as a class. Start by asking *Is there a problem? Who has a problem?* Elicit responses and encourage a difference of opinion – some students might think that is isn't important to be able to use computers well, whereas others might think being outdoors is more important. Accept all reasonable responses, but also make sure that it is important that they try to provide advice and solutions.

4 Give students two or three minutes for discussion. Go around and monitor, encouraging students to expand their answers as much as possible. Provide support and prompts where necessary. Note any good conversation examples to elicit during class feedback.

5 Invite groups to share their ideas with the class.

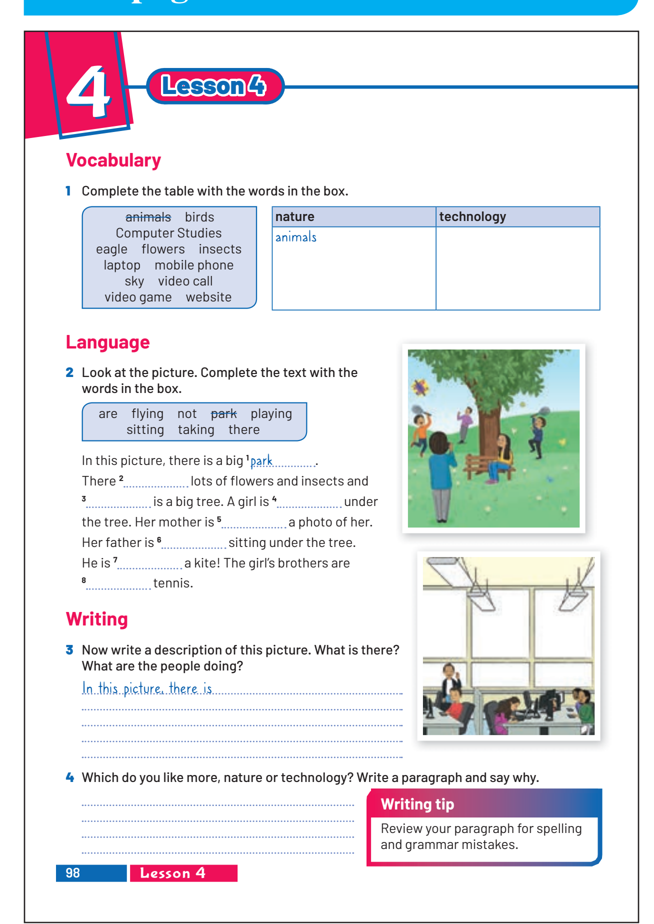
Answers:

1 Students' own answers.

2 Wael needs help.

3 You should go outside more. You should not play video games all the time.

WB page 98



4 Lesson 4

Vocabulary

1 Complete the table with the words in the box.

~~animals~~ birds Computer Studies eagle flowers insects laptop mobile phone sky video call video game website

nature	technology
animals	

Language

2 Look at the picture. Complete the text with the words in the box.

are flying not ~~park~~ playing sitting taking there

In this picture, there is a big [1] park........ There [2] .... lots of flowers and insects and [3] .... is a big tree. A girl is [4] .... under the tree. Her mother is [5] .... a photo of her. Her father is [6] .... sitting under the tree. He is [7] .... a kite! The girl's brothers are [8] .... tennis.

Writing

3 Now write a description of this picture. What is there? What are the people doing?

In this picture, there is...

4 Which do you like more, nature or technology? Write a paragraph and say why.

Writing tip
Review your paragraph for spelling and grammar mistakes.

98 Lesson 4

Vocabulary

1 Complete the table with the words in the box.

1 Ask students to complete the exercise individually with the correct words. If they are not sure, they can refer to the blog texts on page 40 of the Student's Book.

2 Allow students to compare their answers in pairs before checking around the class.

3 As a follow-up, ask students if they can add any other words to the lists.

Answers:

nature	technology
animals	Computer Studies
birds	laptop
eagle	mobile phone
flowers	video call
insects	video game
sky	website

Language

2 Look at the picture. Complete the text with the words in the box.

1 Draw students' attention to the picture and Exercise 2. Elicit/Revise *fly a kite* and *play tennis*. Quickly review the present continuous with the class by asking students one or two questions about the people in the picture, e.g. *Is the girl talking on the phone?* (No, she isn't.) Pointing to the boy in the foreground, ask *What is he doing?* (He's taking a photo.) Go through the *Language boxes* on pages 37 and 38 of the Student's Book if necessary.

2 Refer students to the text. Look at the example and the words in the box together.

3 Ask students to complete the descriptions with the words in the box individually, then compare answers in pairs.

4 Read the paragraph and elicit answers around the class.

Answers:

2 are	3 there	4 sitting	5 taking
6 not	7 flying	8 playing	

Writing

3 Now write a description of this picture. What is there? What are the people doing?

1 Read the instruction with the class and look at the picture with the class. Ask students what they can see in the picture and write their ideas on the board. Include the vocabulary they might need.

2 Put students into pairs and give them a couple of minutes to write some notes in their notebooks. Students can then swap their notes for their partner to check for errors with the present continuous.

3 Students can then complete their descriptions in their workbooks in class or for homework.

Suggested answers:

In this picture, there is a big room. There are lots of computers and laptops. A man is looking at a website on his computer. A woman is writing an email. Two people are making a video call. The man is not working now. It is time to finish work. He is going home.

4 Which do you like more, nature or technology? Write a paragraph and say why.

1 Put students into pairs to discuss the question together for one or two minutes. Students can then write notes individually from their conversation in their notebooks.

2 Students can complete their descriptions in their workbooks in class or for homework in the form of a paragraph. Get the students' attention to the Remember box on the right side of the page. Tell students that they have used tips to check that their paragraphs focus on one idea and for using correct punctuation marks. Now they are to check their or their partners' paragraphs for spelling and grammar mistakes, i.e. related to the present continuous.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To read and understand two blogs about two different boys

Writing: To write a description (Workbook)

Speaking: To give advice about a problem

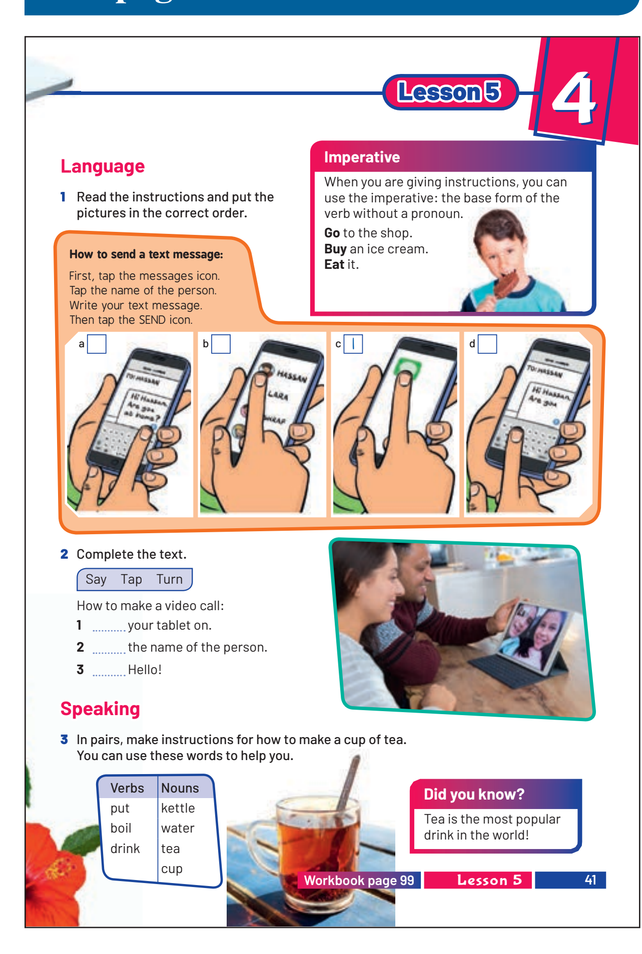
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

Outcomes:

- To identify key details in short, familiar texts
- To form and use the simple verb tenses (the imperative)
- To write a short, informative/explanatory text

Language: The imperative

SB page 41


Lesson 5 4

Language

1 Read the instructions and put the pictures in the correct order.

How to send a text message:
First, tap the messages icon.
Tap the name of the person.
Write your text message.
Then tap the SEND icon.

a b c d

Imperative
When you are giving instructions, you can use the imperative: the base form of the verb without a pronoun.
Go to the shop.
Buy an ice cream.
Eat it.

2 Complete the text.

Say Tap Turn

How to make a video call:
1 .... your tablet on.
2 .... the name of the person.
3 .... Hello!

Speaking

3 In pairs, make instructions for how to make a cup of tea. You can use these words to help you.

Verbs	Nouns
put	kettle
boil	water
drink	tea
	cup

Did you know?
Tea is the most popular drink in the world!

Workbook page 99 Lesson 5 41

Language

1 Read the instructions and put the pictures in the correct order.

1 Draw students' attention to the series of pictures showing a mobile phone. Ask students what they think they show (instructions for how to send a text message). Point out that the pictures are not in the correct order.

2 Ask students to read the text with a partner and number the pictures in the correct order.

3 Check the answers around the class.

Answers:

a 4 b 2 c 1 d 3

2 Complete the text.

1 Read through the language box with the class. Then ask students to look back at the text in Exercise 1 and ask students which words in the text are imperatives (*tap, write*).

2 Look at the photo with the class. Ask students what is happening in the photo, (they are having a video call).

3 Ask students to do the exercise individually, then compare answers with a partner.

4 Check the answers around the class. Ask students if they can write a fourth instruction, e.g. *Turn your tablet off.*

Answers:

1 Turn 2 Tap 3 Say

Speaking

3 In pairs, make instructions for how to make a cup of tea. You can use these words to help you.

1 Ask students to look back at the text in Exercise 1 and find the words which show you which order to do the things in (*first, then*). Write these on the board so that students can use them.

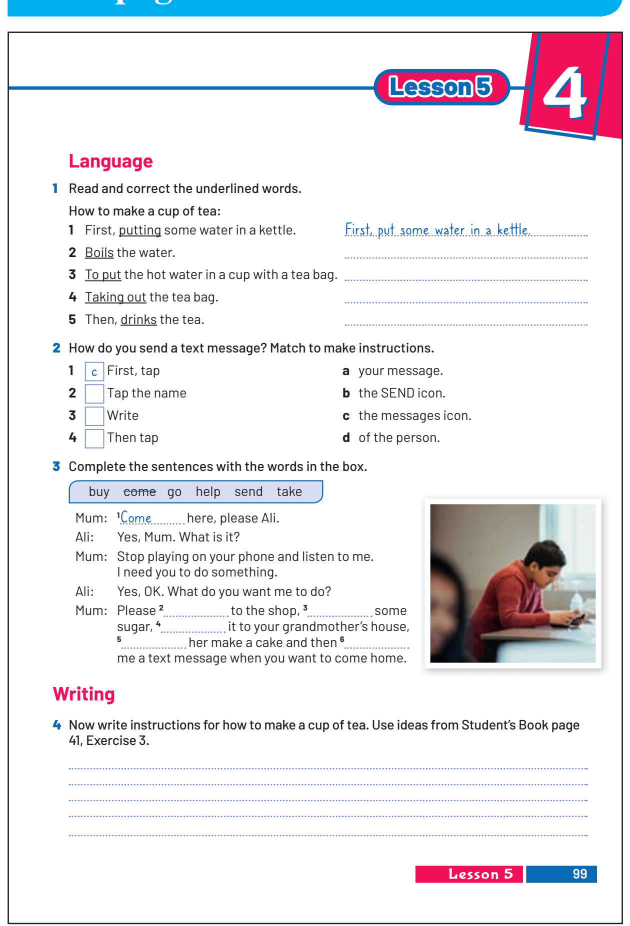
2 Read the *Did you know?* box with the class, then put students into pairs to do the exercise. They might find it helpful to write the phrases in their notebooks before they say the whole set of instructions.

3 Give students two minutes to come up with the instructions. Monitor and help where necessary, then elicit one stage of the instructions from each pair. Write the instructions on the board and encourage the class to correct any mistakes, especially with the imperative e.g. ~~You~~ *put the water in the kettle.*

Suggested answers:

(First) Put water in a kettle.
(Then) Boil the water.
(Then) Put the water in a cup.
(Then) Drink the tea!

WB page 99


Lesson 5 4

Language

1 Read and correct the underlined words.

How to make a cup of tea:

1 First, putting some water in a kettle. First, put some water in a kettle.
2 Boils the water.
3 To put the hot water in a cup with a tea bag.
4 Taking out the tea bag.
5 Then, drinks the tea.

2 How do you send a text message? Match to make instructions.

1 c First, tap — a your message.
2 Tap the name — b the SEND icon.
3 Write — c the messages icon.
4 Then tap — d of the person.

3 Complete the sentences with the words in the box.

buy ~~come~~ go help send take

Mum: [1]Come here, please Ali.
Ali: Yes, Mum. What is it?
Mum: Stop playing on your phone and listen to me. I need you to do something.
Ali: Yes, OK. What do you want me to do?
Mum: Please [2]...... to the shop, [3]...... some sugar, [4]...... it to your grandmother's house, [5]...... her make a cake and then [6]...... me a text message when you want to come home.

Writing

4 Now write instructions for how to make a cup of tea. Use ideas from Student's Book page 41, Exercise 3.

Lesson 5 99

Language

1 Read and correct the underlined words.

1 Quickly review the imperative, e.g. by asking students how to make a cup of tea and how to send a text message.
2 Explain to students that they have to correct the mistakes in the conversation. Explain that all of the mistakes are in the use of the imperative. Read the example with the class then ask students to complete the exercise individually.
3 Allow students to compare answers in pairs before checking the answers around the class.

Answers:

2 Boil the water.
3 Put the hot water in a cup with a tea bag.
4 Take out the tea bag.
5 Then, drink the tea.

2 How do you send a text message? Match to make instructions.

1 Read the instruction and the example with the class.
3 Allow students to compare answers in pairs before checking the answers around the class.

Answers:

2 d 3 a 4 b

3 Complete the sentences with the words in the box.

1 If you haven't already done so, elicit the stages for sending a text message.
2 Ask students to complete the exercise individually. Give the class one minute, then check the answers around the class.

Answers:

2 go 3 buy 4 take 5 help 6 send

Writing

4 Now write instructions for how to make a cup of tea. Use ideas from Student's Book page 41, Exercise 3.

1 For weaker classes, elicit the stages and write prompts on the board for students to use. Using the instructions they discussed in the Student's Book page 41, point students' attention to the form of writing instructions (usually in the imperative verb form), and using the sequencing words first, then, etc.
2 Students can do this task in class or for homework.
3 When they have finished the exercise, students can swap work for their partner to read and check for mistakes, especially with their use of the imperative. Ask one or two students to read their instructions to the class.

Suggested answers:

First, put some water in a kettle.
Boil the water.
Put the hot water in a cup with tea.
Add some sugar.
Now drink the tea.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand a set of instructions

Writing: To write instructions for making a cup of tea (Workbook)

Speaking: To give instructions using the imperative

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 42 WB page 101

Outcomes:

- To identify key details in short, familiar texts
- To write short, informative texts
- To form and use the simple verb tenses (the imperative)
- To express facts and points of view

Vocabulary:

- password, secret

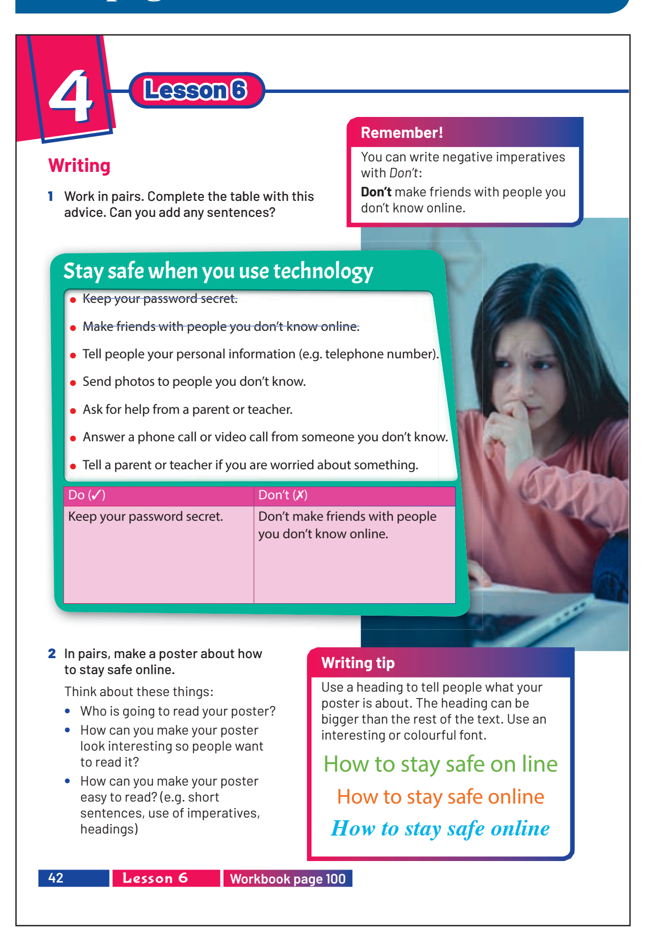
Language:

- To form and use negative imperatives

Life Skills:

- Resilience: self-control

SB page 42



4 Lesson 6

Writing

1 Work in pairs. Complete the table with this advice. Can you add any sentences?

Remember!
You can write negative imperatives with *Don't*:
Don't make friends with people you don't know online.

Stay safe when you use technology

- ~~Keep your password secret.~~
- ~~Make friends with people you don't know online.~~
- Tell people your personal information (e.g. telephone number).
- Send photos to people you don't know.
- Ask for help from a parent or teacher.
- Answer a phone call or video call from someone you don't know.
- Tell a parent or teacher if you are worried about something.

Do (✓)	Don't (✗)
Keep your password secret.	Don't make friends with people you don't know online.

2 In pairs, make a poster about how to stay safe online.

Think about these things:
- Who is going to read your poster?
- How can you make your poster look interesting so people want to read it?
- How can you make your poster easy to read? (e.g. short sentences, use of imperatives, headings)

Writing tip
Use a heading to tell people what your poster is about. The heading can be bigger than the rest of the text. Use an interesting or colourful font.
How to stay safe on line
How to stay safe online
How to stay safe online

42 Lesson 6 Workbook page 100

Writing

1 Work in pairs. Complete the table with this advice. Can you add any sentences?

1. Read the table heading "Stay safe when you use technology" to the class and elicit any ideas around what it means.
2. Look at the new words in bold with the class. Put students into pairs and ask them to brainstorm what this means. If they don't know, they should look the words up in the *Glossary* at the back of the book or in a dictionary. Check students' understanding by asking where we use a password (email, phone, bank, etc).
3. Read through each of the points in the table. For the third point, ask students what other information is personal information (your surname, where we live, when our birthday is, etc.). Elicit/Teach *worried* in the last bullet point. For each point, ask students if they think they are a good idea.
4. Read through the *Remember!* box at this point. Explain that to turn a positive imperative into a negative, we add *Don't*. Ask students when we might use *Don't* (when there is danger, e.g.

Don't touch the kettle! It's hot).

5 Ask students to complete the exercise individually, then compare sentences with a partner.

6 Check answers with the class. Elicit any other sentences students have thought of.

Answers:

Do (√)	Don't (X)
• Keep your password secret. • Ask for help from a parent or teacher. • Tell a parent or teacher if you are worried about something.	• Make friends with people you don't know online. • Tell people your personal information (e.g. telephone number) • Send photos to people you don't know. • Answer a phone call or video call from someone you don't know.

2 In pairs, make a poster about how to stay safe online.

1 Review positive and negative imperatives with the students and write examples on the board for weaker classes.

2 Put students into pairs. Stronger classes can work through the three stages independently. Otherwise, brainstorm the bulleted points with the class and write ideas on the board.

3 Ask students to make notes in their notebooks, helping each other where necessary, before making their poster.

4 Read the *Writing tip* box with the class at this point. Where possible, encourage students to make their poster on a computer. Otherwise, students can make big headings in different styles using coloured pens.

5 Go around and monitor and help only where pairs aren't able to help each other.

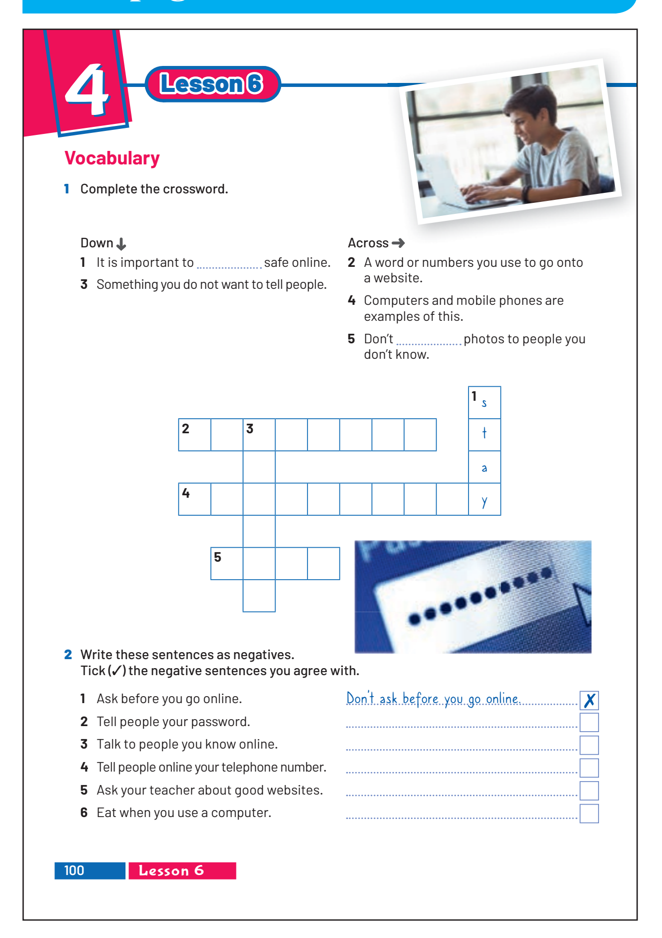
6 When they have finished, ask pairs to compare their posters with another group, correcting each other's grammar and spelling.

7 Display the posters around the class so that students can look at and comment on each other's work. If appropriate, have a class vote on the best poster.

Answers:

Students' own answers

WB page 100


4 Lesson 6

Vocabulary

1 Complete the crossword.

Down
1 It is important to .... safe online.
3 Something you do not want to tell people.

Across
2 A word or numbers you use to go onto a website.
4 Computers and mobile phones are examples of this.
5 Don't .... photos to people you don't know.

2 Write these sentences as negatives. Tick (✓) the negative sentences you agree with.
1 Ask before you go online. Don't ask before you go online. ✗
2 Tell people your password.
3 Talk to people you know online.
4 Tell people online your telephone number.
5 Ask your teacher about good websites.
6 Eat when you use a computer.

100 Lesson 6

Vocabulary

1 Complete the crossword.

1 Put students in pairs to solve the clues and complete the crossword.

2 Tell students to put their hands up when they have finished. When a few pairs have finished, check the answers around the class.

Answers:

1 stay 2 password 3 secret 4 technology 5 send

2 Write these sentences as negatives. Tick (✓) the negative sentences you agree with.

1 Ask students to write the sentences individually.

2 If you have a strong class, students can carry on

and discuss which sentences they agree/disagree with. Otherwise, check students answers around the class and then put students into pairs to discuss which ones they agree with.

Answers:

1 Don't ask before you go online. [x]
2 Don't tell people your password. [√]
3 Don't talk to people you know online. [x]
4 Don't tell people online your telephone number. [√]
5 Don't ask your teacher about good websites. [x]
6 Don't eat when you use a computer. [√]

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand a text about online safety

Writing:

- To complete a text about online safety
- To write instructions using imperatives and negative imperatives
- To make a poster about how to stay safe online

Speaking: To participate in shared research and writing projects

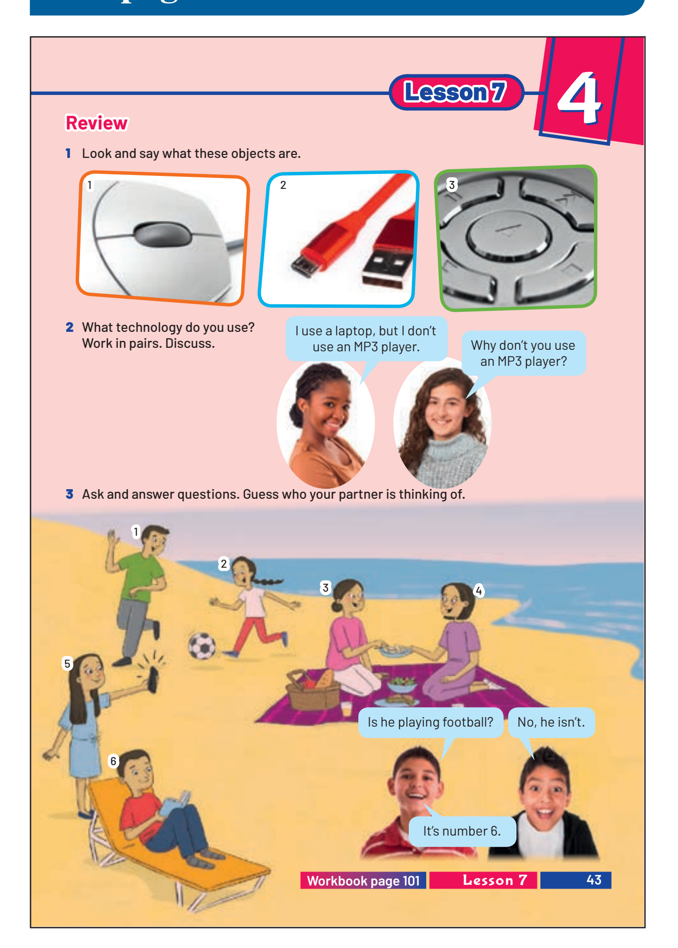
- Give students time to talk to each other discussing these skills, and ask questions if they want.

LESSON 7 SB page 43 WB page 101

Outcomes:

- To review and practise the vocabulary and structures of the unit
- To write a paragraph about online safety (Workbook)

SB page 43



Before using the book:

- Write *We're using technology!* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics and grammar points and write these on the board for weaker classes. You might wish to remove these before students start the exercises.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

Review

1 Look and say what these objects are.

1 Before students open the books, brainstorm technology and nature words from the unit. Write two headings on the board *(Technology* and *Nature)* and elicit examples of each to write in the columns.

2 Ask students to open their books and look at Exercise 1.

3 Put students into pairs to identify the objects, then check answers as a class. Check pronunciation.

Answers:

1 a mouse 2 a phone charger 3 an MP3 player

2 What technology do you use? Work in pairs. Discuss.

1 Students can stay in the same pairs as in Exercise 1. Alternatively, put students into groups of three.
2 Monitor students but don't correct any mistakes while they are talking.
3 Invite some pairs to share their questions and answers with the class. Correct any mistakes with the target grammar or vocabulary at this point.

Answers:

Students' own answers

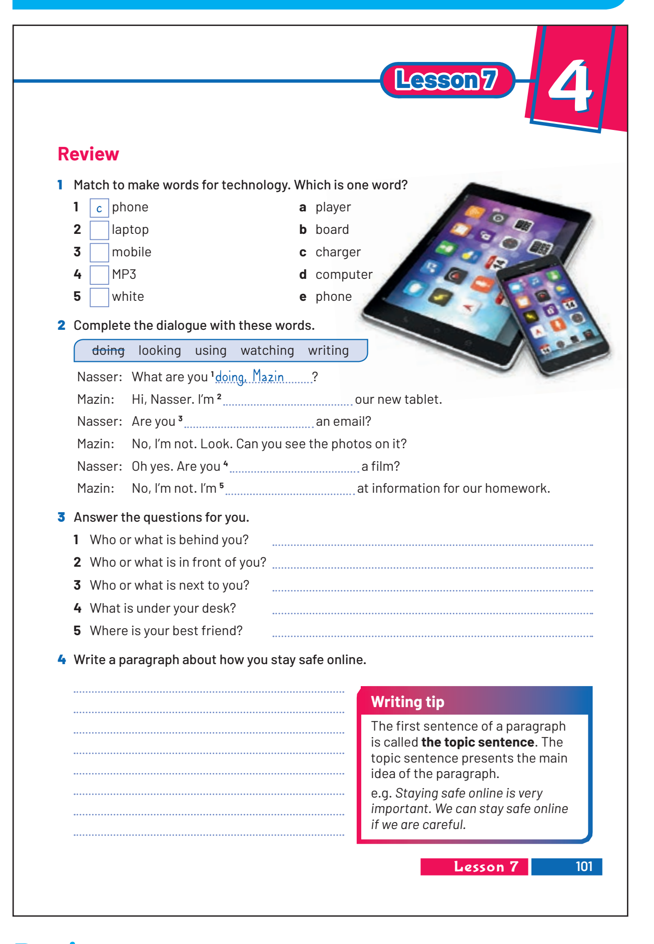
3 Ask and answer questions. Guess who your partner is thinking of.

1 Draw students' attention to the picture at the bottom of the page. Ask students where the people are (at the beach). Provide any new vocabulary students might ask for, e.g. picnic *(blanket),* and write it on the board.
2 Read through the example dialogue with a strong student, then ask students to complete the conversation in pairs.
3 When students have finished, invite pairs to role play their conversations for the class.

Answers:

Students' own answers

WB page 101



Lesson 7 4

Review

1 Match to make words for technology. Which is one word?

1 c phone a player
2 laptop b board
3 mobile c charger
4 MP3 d computer
5 white e phone

2 Complete the dialogue with these words.

~~doing~~ looking using watching writing

Nasser: What are you [1] doing, Mazin?
Mazin: Hi, Nasser. I'm [2] .... our new tablet.
Nasser: Are you [3] .... an email?
Mazin: No, I'm not. Look. Can you see the photos on it?
Nasser: Oh yes. Are you [4] .... a film?
Mazin: No, I'm not. I'm [5] .... at information for our homework.

3 Answer the questions for you.

1 Who or what is behind you?
2 Who or what is in front of you?
3 Who or what is next to you?
4 What is under your desk?
5 Where is your best friend?

4 Write a paragraph about how you stay safe online.

Writing tip
The first sentence of a paragraph is called **the topic sentence**. The topic sentence presents the main idea of the paragraph.
e.g. *Staying safe online is very important. We can stay safe online if we are careful.*

Lesson 7 101

Review

1 Match to make words for technology. Which is one word?

1 Ask students to match the words individually to make compound words.
2 Check the answers as a class.

Answers:

2 d 3 e 4 a 5 b
Whiteboard is one word.

2 Complete the dialogue with these words.

1 Ask students to complete the dialogue individually, then compare answers with a partner.
2 Check answers with the class, then ask a pair to role play the conversation for the class.

Answers:

2 using 3 writing 4 watching 5 looking

3 Answer the questions for you.

1 Review prepositions of place with the class. You could do this with a box and ball/circle on the board.
2 Read through the questions and put students into pairs to ask and answer with a partner.
3 Give students a few minutes, then invite individuals from each pair to say one thing about themselves.

Answers:

Students' own answers

4 Write a paragraph about how you stay safe online.

1 Brainstorm ideas on how to stay safe online on the whiteboard with the class. Write the notes as prompts, not in full sentences. If necessary, refer back to Exercise 1 on page 42 of the Student's Book.
2 Put students into pairs to write full sentences in their notebooks, then swap notes with a partner to check for errors. Tell students to look carefully at their partner's use of the imperative.
3 Students can then write their paragraph from their corrected notes either in class or for homework. Point students' attention to reading the writing tip about topic sentences on the right of the page. Ask students questions like *Why is this called a topic sentence? What might it look like? Why is it important?* etc. Collect in students' work for checking.

Answers:

Students' own answers



SB pages 44-53 WB pages 102-108

OBJECTIVES

Reading

A description of a holiday; an advertisement for learning English

Writing

An advertisement for a holiday; an email about a holiday

Listening

A conversation about a holiday; a discussion about a day out

Video

A holiday in Egypt

Speaking

Describing a place; talking about a holiday; responding to news

Language

The past simple

Life Skills

Communication

Values

Respect; environmental awareness

LESSON 1 SB pages 44 and 45 WB page 102

Outcomes:

- To read a range of high-frequency words and short, simple sentences
- To recall information from experiences or gather information from provided sources to answer a question
- To identify gist in short listening texts
- To ask and answer questions in order to get information
- To pronounce familiar words with some accuracy
- To write short, informative/explanatory texts

Vocabulary:

beach, cave, desert, forest, jungle, lake, mountain, river, sea, waterfall

Language:

- The present simple

Life Skills:

- Communication

Before using the book:

- Write the title of the unit *Holidays* on the board and brainstorm types of holidays. Provide an example to start, e.g. beach holiday.
- Tell the students that they are going to learn about places and holidays in the unit.

SB page 44



Quiz

Work in pairs. Find and number these things

in the photos. Can you finish before your partner?

1 Ask the students to look at the words in the holiday quiz. Read each word out to model/ remind them of the pronunciation.
2 Ask the students to work alone to match the words and pictures. They should try to finish before their partner.
3 Check the answers as a whole class. Read out the numbers in turn and ask students to call out the correct words.

Answers:

1 cave 2 sea 3 beach 4 desert 5 forest
6 lake 7 jungle 8 waterfall 9 mountain 10 river

Research

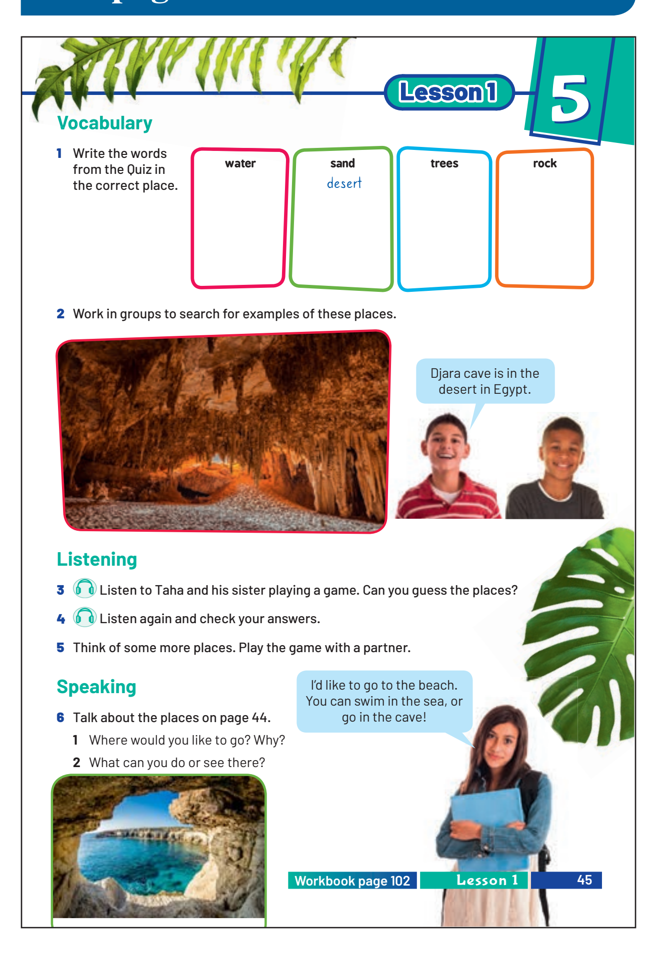
How many countries is the Sahara Desert in?

1 Elicit students' ideas. Then ask them to find out using school resources or for homework.
2 Ask students to give their answers.

Answers:

The Sahara Desert is in 11 countries (Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan and Tunisia).

SB page 45



Vocabulary

1 Write the words from the Quiz in the correct place.

1 Ask students to look at the four headings and the example.
2 Explain that they have to write the words from the quiz into the correct place. Students work together in pairs.
3 Check the answers as a whole class.
4 Ask students whether they can think of other places where they might see water, sand, trees or rock (e.g. parks, gardens).

Answers:

water: sea, lake, waterfall, river
sand: desert, beach
trees: forest, jungle
rock: cave, mountain

2 Work in groups to search for examples of these places.

1 Draw students' attention to the picture and elicit the correct word (cave). Then ask them to look at the boy's example in the speech bubble.

2 Students work in pairs to think of other examples of where they might find beaches, forests, mountains and so on in Egypt.

3 Invite different student pairs to offer their examples.

Answers:

Students' own answers.

Listening

3 Listen to Taha and his sister playing a game. Can you guess the places?

1 Tell students that Taha and his sister Sara are playing a guessing game. Tell them that they are going to listen to them playing the game and that they have to guess the places that they are describing. These are all places from the quiz.

2 Play the first dialogue and pause at the beep. Ask students to say what they think Taha is describing, but do not confirm their answers at this point. Repeat the process of the second and third dialogues.

Audioscript

Taha (M): *Guess where I am, Sara. I'm in a place where there are a lot of trees.*
Sara (F): *Are there monkeys in the trees?*
Taha: *No. It's very dark and quiet.*
(beep)
Sara: *My turn! I'm in a place with a lot of sand.*
Taha: *I know! You're in the desert.*
Sara: *No, I'm not. There isn't any water in the desert. There's a lot of water in my place.*
(beep)
Taha: *Now I'm in a dark place. When I speak, I can hear my words again and again. Listen. (calls out with echo) Hello! (echo comes twice, as if in a cave)*
(beep).

4 Listen again and check your answers.

1 Play the whole recording again and then elicit the answers.



Audioscript

Taha: *Guess where I am, Sara. I'm in a place where there are a lot of trees.*
Sara: *Are there monkeys in the trees?*
Taha: *No. It's very dark and quiet.*
Sara: *Are you in a forest?*
Taha: *Yes, I am!*

Sara: *My turn! I'm in a place with a lot of sand.*
Taha: *I know! You're in the desert.*
Sara: *No, I'm not. There isn't any water in the desert. There's a lot of water in MY place.*
Taha: *You're on the beach!*
Sara: *That's right!*

Taha: *Now I'm in a dark place. When I speak, I can hear my words again and again.*
Listen. (calls out with echo) Hello! (echo comes twice)
Sara: *That's easy. You're in a cave! Can you see any bats?*
Taha: *No, I can't. It's very dark in here!*

Answers:

1 jungle 2 beach 3 cave

5 Think of some more places. Play the game with a partner.

1 Students play the game with a partner. Remind them to describe the places without using the word itself. Draw their attention to the headings in Vocabulary Exercise 1 to help, then provide an example of your own for students to guess, e.g. *There's a lot of sand in this place. It's very hot and dry but it gets cold at night* (desert).

2 After five minutes, stop the game and ask different students to describe a place for the rest of the class to guess.

Answers:

Students' own answers.

Speaking

6 Talk about the places on page 44.

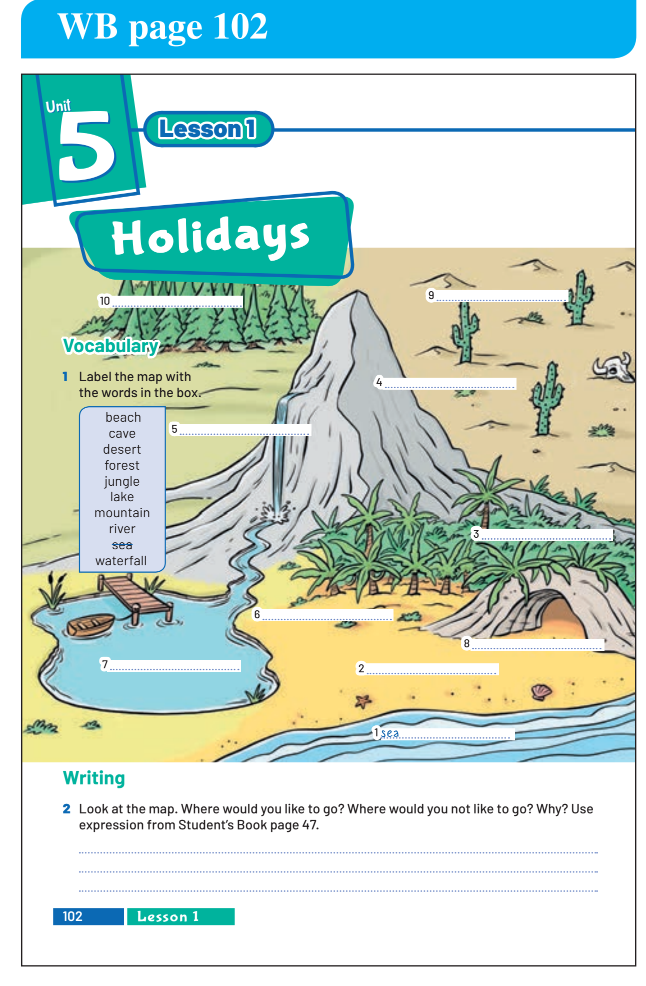
1 Ask a strong student to read out the speech bubble. Ask the class who would like to do this.

2 Students then work in pairs or small groups to talk about where they would like to visit and why.
3 Ask different students to tell the class about where one of the students in their group would like to go and why.
4 Hold a class vote on the most popular place students want to visit.

Answers:

Students' own answers.

WB page 102



Unit 5 Lesson 1

Holidays

Vocabulary

1 Label the map with the words in the box.

beach
cave
desert
forest
jungle
lake
mountain
river
~~sea~~
waterfall

1 sea
2
3
4
5
6
7
8
9
10

Writing

2 Look at the map. Where would you like to go? Where would you not like to go? Why? Use expression from Student's Book page 47.

102 Lesson 1

Vocabulary

1 Label the map with the words in the box.

1 Elicit the words for places from Lesson 1 (*beach, cave, desert, forest, jungle, lake, mountain, river, sea, waterfall*).
2 Students then look at the map on the page and the example (sea). Students then label the map, using the words in the box.
3 Read out the numbers in turn and ask students to call out the places.

Answers:

2 beach 3 jungle 4 mountain 5 waterfall
6 river 7 lake 8 cave 9 desert 10 forest

Writing

2 Look at the map. Where would you like to go? Where would you not like to go? Why? Use expressions from Student's Book page 47.

1 Ask students to look at the map. Then ask *Where would you like to go*? And encourage students to call out their answers. Ask individual students *Why would you like to go to (the sea)?* Elicit suitable answers, e.g. *I like swimming*. Then ask *Where would you not like to go*? and repeat the process.
2 Encourage students to write down their ideas in the space provided. Monitor as they are working and help if necessary.
3 When they have finished writing, encourage students to check their work carefully.
4 Ask volunteers to read out what they have written.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To scan photos for information

Writing:
- To label a map
- To write about where you would like to visit

Listening:
- To listen to a brother and sister playing a guessing game
- To listen for and identify specific information

Speaking:
- To talk about places you would like to go to
- To play a game
- To describe words using definitions

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 46 and 47 WB page 103

Outcomes:

- To use context to confirm or self-correct word recognition, rereading as necessary
- To identify key details in short, familiar texts
- To form and use regular and irregular verbs (past simple)
- To express facts
- To write short, informative/explanatory texts

Vocabulary: climb a mountain, eat delicious food, go in a cave, have a picnic, make a sandcastle, play games, ride a bike, see a camel, sleep in a tent, swim in a lake, visit family

Language: To practise using the past simple

SB page 46


5 Lesson 2

Reading

1 Look at the photos in Exercise 3. Do you know where these places are?

2 Which activities can you see in the photos?

climb a mountain eat delicious food go in a cave have a picnic make a sandcastle play games ride a bike see a camel sleep in a tent swim in a lake visit family

3 Look and read. Match the photos with the descriptions.

1a 2a 3a 1b 2b 3b

My holiday photos

1 ☐ Last summer, when the weather was hot, we went to the beach near my home in Hurghada. Mariam made this sandcastle. There was a cave in the rocks. But Mariam didn't want to go into the cave because she was frightened!

2 ☐ In October, we visited my uncle, aunt and cousins in Cairo. We had a picnic in Al Azhar Park. We ate delicious food. Then we played games and Ali rode his bike.

3 ☐ When I was eight, we went to Siwa. We swam in the lake, and climbed the mountain. We saw camels and slept in a tent in the desert. It was my favourite holiday!

46 Lesson 2

Reading

1 Look at the photos in Exercise 3. Do you know where these places are?

1. Review the vocabulary from Lesson 1 (*cave, sea, beach, desert, forest, lake, jungle, waterfall, mountain, river*).
2. Students then look at the pairs of pictures in Exercise 3. Ask *Do you know where these places are in Egypt*? and encourage students to offer suggestions.

Answers:

Students' own answers.

2 Which activities can you see in the photos?

1. Ask students what they can see in each photo.
2. Then draw their attention to the activities in the box and read them aloud to model/review pronunciation.
3. Ask students which of the activities they can see in the photos and which photo each activity is shown in.

Answers:

1 a ride a bike	1 b have a picnic, eat delicious food
2 a swim in a lake	2 b see a camel, sleep in a tent
3 a make a sandcastle	3 b go in a cave

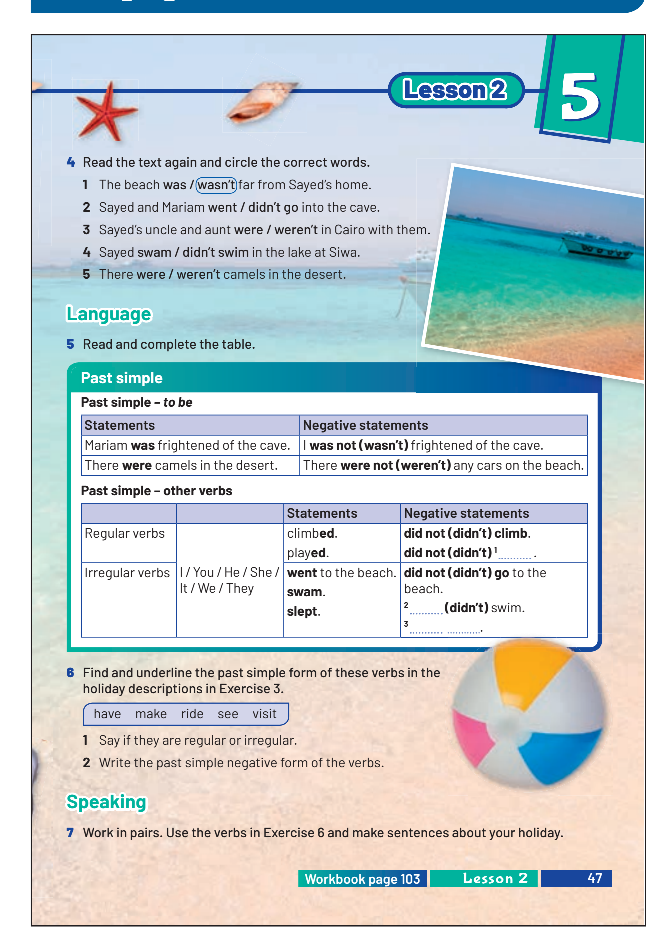
3 Look and read. Match the photos with the descriptions.

1. Students read the descriptions of Sayed's holiday photos and match the photos with the descriptions.
2. Elicit the answers.
3. Ask which of Sayed's holidays the students think is most interesting and why.

Answers:

1 photos 3 a and 3 b
2 photos 1 a and 1 b
3 photos 2 a and 2 b

SB page 47



Lesson 2 5

4 Read the text again and circle the correct words.

1 The beach was / wasn't far from Sayed's home.
2 Sayed and Mariam **went / didn't go** into the cave.
3 Sayed's uncle and aunt **were / weren't** in Cairo with them.
4 Sayed **swam / didn't swim** in the lake at Siwa.
5 There **were / weren't** camels in the desert.

Language

5 Read and complete the table.

Past simple

Past simple – *to be*

Statements	Negative statements
Mariam **was** frightened of the cave.	I **was not (wasn't)** frightened of the cave.
There **were** camels in the desert.	There **were not (weren't)** any cars on the beach.

Past simple – other verbs

		Statements	Negative statements
Regular verbs		climb**ed**. play**ed**.	**did not (didn't) climb.** **did not (didn't)** [1] ....
Irregular verbs	I / You / He / She / It / We / They	**went** to the beach. **swam.** **slept.**	**did not (didn't) go** to the beach. [2] .... **(didn't)** swim. [3] ....

6 Find and underline the past simple form of these verbs in the holiday descriptions in Exercise 3.

have make ride see visit

1 Say if they are regular or irregular.
2 Write the past simple negative form of the verbs.

Speaking

7 Work in pairs. Use the verbs in Exercise 6 and make sentences about your holiday.

Workbook page 103 Lesson 2 47

4 Read the text again and circle the correct words.

1 Ask the students to look at the example and locate the relevant information in the texts in Exercise 3 (text 1).

2 Draw students' attention to the verb forms *was* and *wasn't*. Ask *Is this now or in the past?* (*the past*). When? (*on Sayed's holidays last summer, in October and when he was eight*).

3 Students choose the correct verb in the rest of the sentences, referring back to the texts in Exercise 3.

4 Check the answers as a class. Ask different students to read out the sentences using the correct option.

Answers:

2 didn't 3 were 4 swam 5 were

Language

5 Read and complete the table.

1 Review the past simple. Begin with the verb to be. Write *I, you, he/she/it, we, you* (plural) and *they* on the board. Elicit the positive and negative forms (*I was/wasn't, you were/weren't, he/she/it was/wasn't, we were/weren't, you were/ weren't, they were/weren't*).

2 Say *Mariam were or Mariam was? There were camels or there was camels?* And elicit the answers *(Mariam was, There were camels)*. Ask students to look at the Statements for the verb to be in the *Language box*.

3 Then say *I wasn't frightened or I weren't frightened? There wasn't any cars or There weren't any cars?* and repeat the process using the Negative statements in the *Language box*.

4 Remind students that many verbs in the past simple are formed by adding *-ed*. These are known as regular verbs. Elicit the regular past simple forms of the verbs *climb* and *play (climbed, played)*. Elicit other verbs which use *-ed* in the past simple form (e.g. *liked, walked, talked, listened)*. Other verbs are irregular. They must learn these forms.

5 Elicit the negative past simple form *(did/didn't* + infinitive). Draw students' attention to the Regular verbs section of the *Language box*.

6 Ask students to complete the final section of the *Language box* with a partner. Then check answers as a class. Point out that when speaking or writing to a friend, people usually use the contracted form *didn't*.

7 If there is time, ask students to make three sentences about themselves: one using *to be,* one using a regular verb and one using an irregular verb. Give examples of your own if necessary (e.g. *Yesterday I went to a waterfall. I didn't go in any caves. I was tired when I arrived home.)*

Answers:

1 play 2 did not 3 did not (didn't) sleep

6 Find and underline the past simple form of these verbs in the holiday descriptions in Exercise 3.

1 Ask students to find the verbs and complete steps 1 and 2.

2 Check answers as a class.

Answers:

1 Regular: visit Irregular: have, make, ride, see
2 didn't have, didn't make, didn't ride, didn't see, didn't visit

Speaking

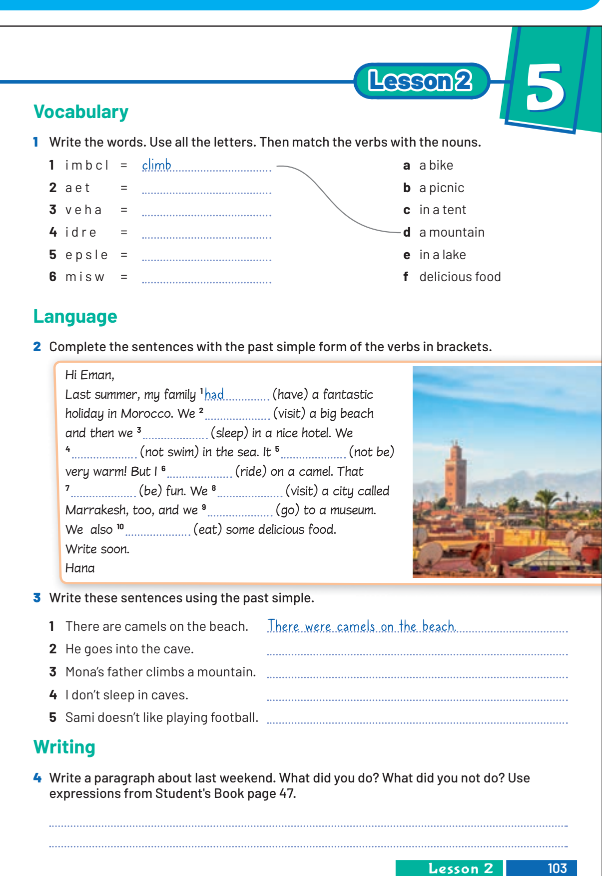
7 Work in pairs. Use the verbs in Exercise 6 and make sentences about your holiday.

1 Ask students to think about their last holiday. This could be a holiday where they travelled away from home, or time off school at home. Invite two or three students to say where they went and what they did.
2 Students tell their partner where they went and what they did, using the verbs in Exercise 6. Monitor as they are working and help if necessary.
3 Ask different students to tell the rest of the class about their holiday.

Answers:

Students' own answers

WB page 103



Lesson 2 5

Vocabulary

1 Write the words. Use all the letters. Then match the verbs with the nouns.

1 i m b c l = climb .... a a bike
2 a e t = ... b a picnic
3 v e h a = ... c in a tent
4 i d r e = ... d a mountain
5 e p s l e = ... e in a lake
6 m i s w = ... f delicious food

Language

2 Complete the sentences with the past simple form of the verbs in brackets.

Hi Eman,
Last summer, my family [1] had .... (have) a fantastic holiday in Morocco. We [2] .... (visit) a big beach and then we [3] .... (sleep) in a nice hotel. We [4] .... (not swim) in the sea. It [5] .... (not be) very warm! But I [6] .... (ride) on a camel. That [7] .... (be) fun. We [8] .... (visit) a city called Marrakesh, too, and we [9] .... (go) to a museum. We also [10] .... (eat) some delicious food.
Write soon.
Hana

3 Write these sentences using the past simple.

1 There are camels on the beach. There were camels on the beach.
2 He goes into the cave. ....
3 Mona's father climbs a mountain. ....
4 I don't sleep in caves. ....
5 Sami doesn't like playing football. ....

Writing

4 Write a paragraph about last weekend. What did you do? What did you not do? Use expressions from Student's Book page 47.

....
....

Lesson 2 103

Vocabulary

1 Write the words. Use all the letters. Then match the verbs with the nouns.

1 Before students open their books, elicit the activities from Exercise 2 *(climb a mountain, eat delicious food, go in a cave, have a picnic, make a sandcastle, play games, ride a bike, see a camel, sleep in a tent, swim in a lake, visit family).*
2 Ask students to open their books. Read the instruction with the class and draw their attention to the example. Students then complete the exercise.
3 Allow students to check their answers with a partner before checking as a class.

Answers:

2 f eat delicious food 3 b have a picnic
4 a ride a bike 5 c sleep in a tent
6 e swim in a lake

Language

2 Complete the sentences with the past simple form of the verbs in brackets.

1 Draw students' attention to the verbs in brackets. Elicit whether they are regular or irregular.
2 Ask students to look at the photo and ask where they think it is (Marrakesh in Morocco).
3 Allow students time to complete the exercise individually. Monitor as they are working.
4 Students check their answers with a partner.
5 Confirm answers by asking different students to read out sentences from the postcard.

Answers:

2 visited 3 slept 4 didn't swim 5 wasn't
6 rode 7 was 8 visited 9 went 10 ate

3 Write these sentences using the past simple.

1 Ask the students to read the example. Elicit the past simple forms of the verbs in sentences 2–5.
2 Students write the sentences. Monitor as they are working and help if necessary.
3 Students check their answers in pairs. Confirm the answers as a class.

Answers:

2 He went into the cave. 3 Mona's father climbed a mountain. 4 I didn't sleep in caves. 5 Sami didn't like playing football.

Writing

4 Write a paragraph about last weekend. What did you do? What did you not do? Use expressions from Student's Book page 47.

1 Read the instructions with the class and provide your own example, e.g. *Last weekend I went to the beach with my friend. We didn't swim because the sea was cold.*
2 Ask students to think about what they did or didn't do last weekend and make a note of two things they did and two things they didn't do. Tell students they can use the expressions they read in their Student's Book Ex. 6, as well as the sentences they formed in Ex.7 if they want.
3 Ask a few students to tell the class what they did or didn't do.
4 Students then write their paragraphs in class or for homework. Students can then swap their paragraphs for their partner to check.
5 Ask confident students to read out their paragraphs. Review with class the writing tips they had from the previous units, which related to the form of the paragraph, the ideas, and the topic sentence, so that students build on these tips to improve their writing skills. Ask students to keep these tips in mind while reviewing their own or their partner's paragraphs.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To understand a description of a holiday
- To read and complete a postcard

Writing: To write a paragraph about last weekend (Workbook)

Speaking:

- To identify holiday places
- To talk about a holiday

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 48 and 49 WB page 104

Outcomes:

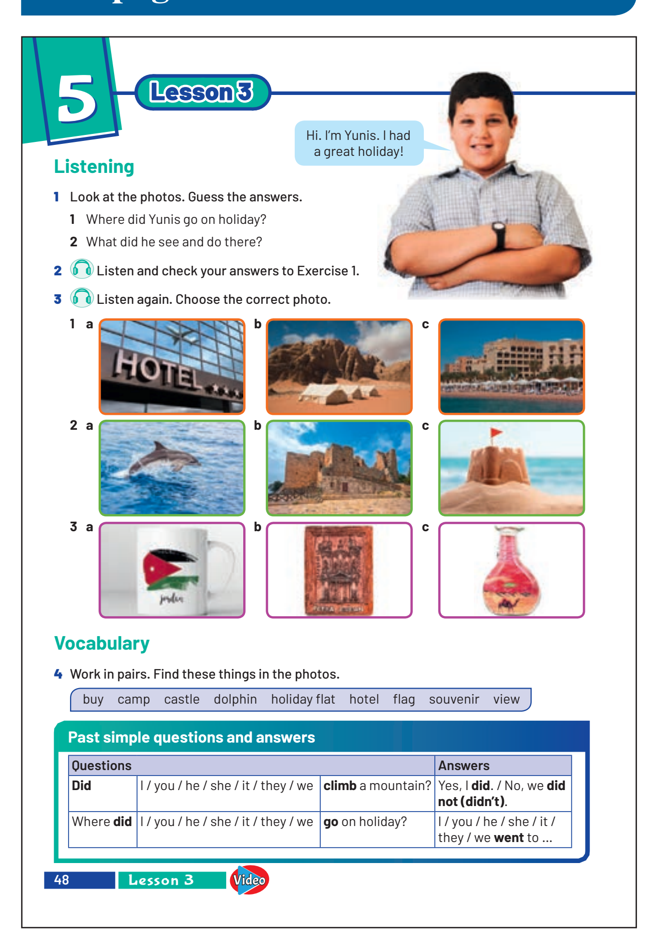
- To identify gist and main ideas in listening texts
- To express facts
- To show limited awareness of rising and falling intonation for *wh-* and *yes/no* questions.
- To write short, informative texts
- To form and use regular and irregular verbs

Video: A holiday in Egypt

Vocabulary: buy, camp, castle, dolphin, holiday flat, hotel, flag, souvenir, view

Language: To use the past simple

SB page 48



5 Lesson 3

Hi. I'm Yunis. I had a great holiday!

Listening

1 Look at the photos. Guess the answers.
1 Where did Yunis go on holiday?
2 What did he see and do there?

2 Listen and check your answers to Exercise 1.

3 Listen again. Choose the correct photo.

1 a b c
2 a b c
3 a b c

Vocabulary

4 Work in pairs. Find these things in the photos.

buy camp castle dolphin holiday flat hotel flag souvenir view

Past simple questions and answers

Questions			Answers
Did	I / you / he / she / it / they / we	**climb** a mountain?	Yes, I **did**. / No, we **did not (didn't)**.
Where **did**	I / you / he / she / it / they / we	**go** on holiday?	I / you / he / she / it / they / we **went** to ...

48 Lesson 3 Video

Listening

1 Look at the photos. Guess the answers.

1 Draw students' attention to Yunis. Ask what they think was great about his holiday.

2 Ask students to look at the photos. Elicit what they can see in each one (1a hotel, 1b tents, 1c beach, 2a dolphin, 2b castle, 2c sandcastle, 3a mug with Jordanian flag, 3b/3c souvenirs.

2 Listen and check your answers to Exercise 1.

1 Tell students they are going to hear Yunis talking to his friend, Hatem, about his holiday. Play the whole recording for students to listen and check their answers.

2 Elicit where Yunis went and what he saw and did there. Play the recording again to confirm if necessary.

3 Ask whether anyone in the class has been to Jordan and what they saw and did there. If no one has been, ask *Would you like to visit Jordan? What would you like to see and do there?*



Audioscript

Hatem: *Hi, Yunis! How was your holiday?*
Yunis: *Hi, Hatem! It was great, thanks!*
Hatem: *Where did you go?*
Yunis: *I went to Jordan by plane.*
Hatem: *Wow! Did you visit your family there?*
Yunis: *No, we stayed in a holiday flat by the beach. We had a wonderful view from the windows. Every morning, I saw dolphins in the sea.*
Hatem: *Did you swim in the sea?*
Yunis: *Yes, we did. We swam every day! We used a map and read a book about Jordan, and we visited a lot of famous places. We went to this old castle. Look, here's a picture of it on my phone.*
Hatem: *How did you get to the castle?*
Yunis: *We climbed up the mountain!*
Hatem: *Did you buy any souvenirs?*
Yunis: *Yes, I did. I bought this small souvenir for you.*
Hatem: *Oh, how interesting. Egypt's flag is also red, white and black. Jordan's flag has another colour – green, too. Thanks, Yunis!*

Answers:

1 Yunis went to Jordan.

2 He saw wonderful views from the windows and dolphins in the sea. He swam in the sea every day and visited a lot of famous places. He went to an old castle and climbed a mountain. He also bought a small souvenir for his friend.

3 Listen again. Choose the correct photo.

1 Play the recording again. Ask students to listen and point to the things in the photos they hear while they listen.

2 If necessary, pause after each piece of information and ask students to point to the relevant photo. (Pause after *holiday flat by the beach, dolphins in the sea, this old castle* and at the end).

Answers:

1 c 2 a 2 b 3 a

Vocabulary

4 Work in pairs. Find these things in the photos.

1 Ask students to read the words as you say them aloud to model/review the pronunciation.

Ask students to repeat new words after you, especially focussing on souvenir, which has a difficult spelling and pronunciation.

2 Then ask the students to work in pairs. They should first say the word, then find the correct photo.

3 Go through the exercise again with the whole class. Point to 1a and ask *Is this a holiday flat?* (*no*). *Which photo is the holiday flat?* and ask students to point to the correct photo. Alternatively, ask *What is 2a*? (*a dolphin*).

4 Go through the *Language box*. Make sure that students understand how questions start with *did*.

Answers:

camp (1b), castle (2b),
dolphin (2a), holiday flat (1c),
hotel (1a), flag (3a),
souvenir (3a, b and c), view (1c)

Video

1 Tell students they are going to watch a video about Egypt. Ask students to listen and watch and try to remember four places mentioned in the video.

2 Play the video for the class to watch. Elicit the places and write them on the board.

3 Play the video again to confirm.

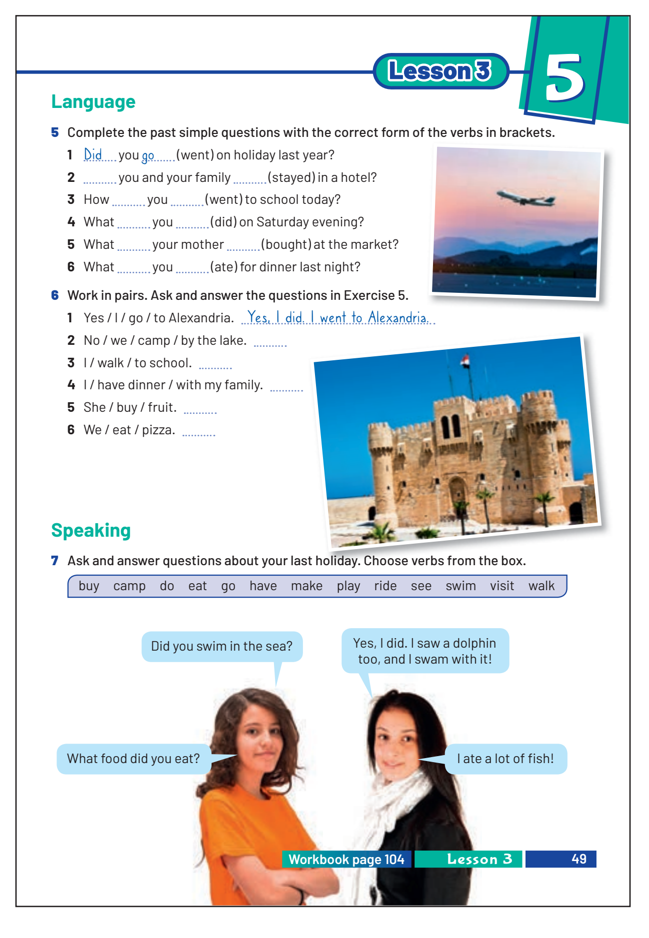
4 Ask students to ask and answer the questions at the end of the video with a partner.

5 As a follow-up, students could make a poster about Egypt. Students can do this in class in small groups or individually for homework. If you have the facility, students can put their posters up around the room for other students to read and leave comments on. Have a class vote on the best poster.

Videoscript

Narrator: *Almost 15 million people come to Egypt every year. It's a very popular place for a holiday.*
When people come to Egypt, they can visit exciting cities like Alexandria,… beaches,… caves, … and the beautiful desert.
They also come to see the many important places from history.
This is the Khan family. They're from Jordan. Last year they visited Egypt on holiday.
They visited Giza to see the pyramids and the Sphinx.
And they rode on a camel.
They visited the beautiful city of Luxor.
Then, they went to the Valley of the Kings…
… where they visited the Karnak Temple.
They also spent some days in Cairo.
They went shopping in the Khan el-Khalili market. Here, they bought souvenirs for their friends back at home.
Finally, they went to Hurghada and they swam in the Red Sea.
Egypt is a wonderful place for a holiday.
Where do you want to go?

SB page 49


Lesson 3 5

Language

5 Complete the past simple questions with the correct form of the verbs in brackets.
1 Did you go (went) on holiday last year?
2 .... you and your family .... (stayed) in a hotel?
3 How .... you .... (went) to school today?
4 What .... you .... (did) on Saturday evening?
5 What .... your mother .... (bought) at the market?
6 What .... you .... (ate) for dinner last night?

6 Work in pairs. Ask and answer the questions in Exercise 5.
1 Yes / I / go / to Alexandria. Yes, I did. I went to Alexandria.
2 No / we / camp / by the lake. ....
3 I / walk / to school. ....
4 I / have dinner / with my family. ....
5 She / buy / fruit. ....
6 We / eat / pizza. ....

Speaking

7 Ask and answer questions about your last holiday. Choose verbs from the box.

buy camp do eat go have make play ride see swim visit walk

Workbook page 104 Lesson 3 49

Language

5 Complete the past simple questions with the correct form of the verbs in brackets.

1 Before opening the book, review the past simple. Ask a stronger student to say what they remember about the verb to be in the past. Prompt using the person, e.g. *I … ?* (*was/*

wasn't), *you … ?* (*were/weren't*).

2 Ask another student to say what happens to regular verbs in the past (add *-ed*). Point out that verbs which already end in *-e* only need to add the *-d* (e.g. *liked*).
3 Elicit the negative forms of regular and irregular verbs (*did/didn't* + infinitive).
4 Ask a few students what they did/didn't do yesterday evening/after school.
5 Read through the *Language box* again with the class. Ask a few questions to practise, e.g. *Did you climb a mountain last weekend*? *Where did you go on holiday last year*? Encourage students to ask you questions in the past simple, referring to the box if necessary.
6 Ask students to read the example. Make sure the students change the past form (e.g. stayed) to the infinitive form (stay) with questions.
7 They then complete the exercise individually. Monitor as they are working and help if necessary.
8 Students check their answers in pairs. Then ask different students to read out the completed sentences to confirm.

Answers:

2 Did, stay	3 did, go	4 did, do
5 did, buy	6 did, eat	

6 Work in pairs. Ask and answer the questions in Exercise 5.

1 Go through the questions orally first, eliciting possible answers.
2 Students then ask and answer, using the prompts, as in the example. Monitor while they are working and help if necessary.
3 Check answers by inviting pairs of students to ask and answer the questions.

Answers:

2 No, we didn't. We camped by the lake.
3 I walked to school.
4 I had dinner with my family.
5 She bought fruit.
6 We ate pizza.

Speaking

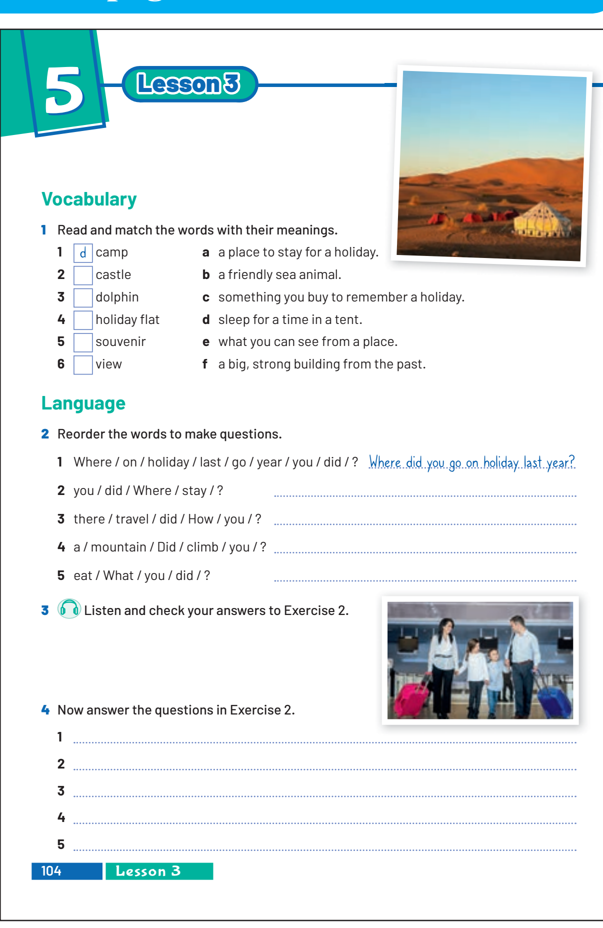
7 Ask and answer questions about your last holiday. Choose verbs from the box.

1 Ask students to look at the verbs in the box and elicit the past simple forms (*bought, camped, did, ate, went, had, made, played, rode, saw, swam, visited, walked*).
2 Direct students' attention to the speech bubbles and read them with a student. Then demonstrate the exercise with a strong student: ask them to choose a verb from the box and make a question for you to answer.
3 Students work in pairs or small groups to ask and answer, using the verbs in the box in the past simple. Then play the game as a class: the student who answers a question then asks the next one to someone else in the class. If there is enough time, ensure all students have the chance to ask and answer a question.

Answers:

Students' own answers.

WB page 104



5 Lesson 3

Vocabulary

1 Read and match the words with their meanings.

1 d camp — a a place to stay for a holiday.
2 castle — b a friendly sea animal.
3 dolphin — c something you buy to remember a holiday.
4 holiday flat — d sleep for a time in a tent.
5 souvenir — e what you can see from a place.
6 view — f a big, strong building from the past.

Language

2 Reorder the words to make questions.

1 Where / on / holiday / last / go / year / you / did / ? Where did you go on holiday last year?
2 you / did / Where / stay / ?
3 there / travel / did / How / you / ?
4 a / mountain / Did / climb / you / ?
5 eat / What / you / did / ?

3 Listen and check your answers to Exercise 2.

4 Now answer the questions in Exercise 2.

1
2
3
4
5

104 Lesson 3

Vocabulary

1 Read and match the words with their meanings.

1 Before opening the book, elicit the new vocabulary from Lesson 3 (*buy, camp, castle, dolphin, holiday flat, hotel, flag, souvenir, view*).

2 Draw students' attention to the example. Then allow them time to complete the exercise individually before checking their answers in pairs.

3 To confirm the answers, read each word aloud and ask different students to supply the definitions.

Answers:

2 f 3 b 4 a 5 c 6 e

Language

2 Reorder the words to make questions.

1 Write the prompts from the first question on the board and elicit the question form in the past simple. Then ask students to check the example answer in their books.

2 Students complete the exercise in pairs.

3 Encourage students to share their answers but do not confirm them at this point.

3 Listen and check your answers to Exercise 2.

1 Play the recording. Tell the students to listen and check their answers to Exercise 2.

2 Students listen again and repeat the questions. Encourage them to use the same intonation.



Audioscript

Narrator: *1*
Man 1: *Where did you go on holiday last year?*
Narrator: *2*
Man 1: *Where did you stay?*
Narrator: *3*
Man 1: *How did you travel there?*
Narrator: *4*
Man 1: *Did you climb a mountain?*
Narrator: *5*
Man 1: *What did you eat?*

Answers:

2 Where did you stay?
3 How did you travel there?
4 Did you climb a mountain?
5 What did you eat?

4 Now answer the questions in Exercise 2.

1 Students ask and answer the questions in pairs to practise. They can use their imagination to invent their answers.

2 Students then write their answers in their Workbooks. Monitor as they are working and help if necessary. Students exchange their books and check each other's work.

3 Ask the questions to individuals and encourage them to read out their answers.

Answers:

Students' own answers.

Answers:

Places mentioned: Alexandria, beaches, caves, desert, Giza pyramids and Sphinx, Luxor, Valley of the Kings, Karnak Temple, Cairo, Khan el-Khalili market, Hurghada, the Red Sea

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write sentences in the past simple

Listening:

- To listen for gist and for specific information
- To listen to check information

Speaking:

- To ask and answer questions about personal experiences
- To ask and answer questions using the past simple

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 4 SB page 50 WB page 105

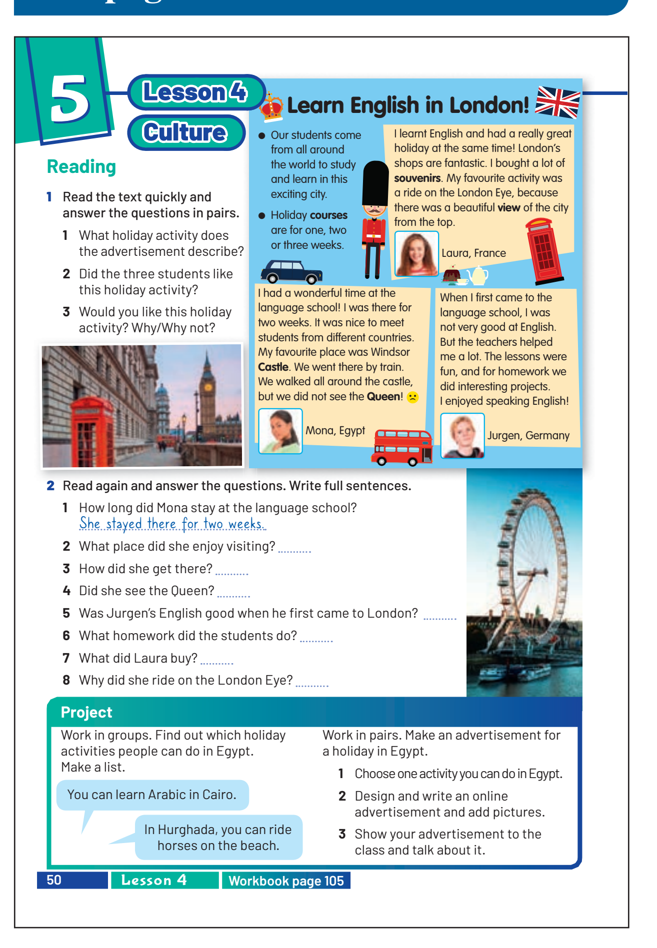
Outcomes:

- To identify a text type from its format and appearance
- To skim grade - appropriate text to get the general idea
- To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases
- To identify key details in short, familiar texts
- To write a short, informative text
- To recall information from experiences or gather information from provided sources to answer a question

Vocabulary: course, castle, Queen, souvenirs, view

Language: The past simple

SB page 50


5 Lesson 4 Culture

Reading

1 Read the text quickly and answer the questions in pairs.

1 What holiday activity does the advertisement describe?
2 Did the three students like this holiday activity?
3 Would you like this holiday activity? Why/Why not?

Learn English in London!

- Our students come from all around the world to study and learn in this exciting city.
- Holiday **courses** are for one, two or three weeks.

I learnt English and had a really great holiday at the same time! London's shops are fantastic. I bought a lot of **souvenirs**. My favourite activity was a ride on the London Eye, because there was a beautiful **view** of the city from the top.
Laura, France

I had a wonderful time at the language school! I was there for two weeks. It was nice to meet students from different countries. My favourite place was Windsor **Castle**. We went there by train. We walked all around the castle, but we did not see the **Queen**!
Mona, Egypt

When I first came to the language school, I was not very good at English. But the teachers helped me a lot. The lessons were fun, and for homework we did interesting projects. I enjoyed speaking English!
Jurgen, Germany

2 Read again and answer the questions. Write full sentences.

1 How long did Mona stay at the language school? She stayed there for two weeks.
2 What place did she enjoy visiting? ....
3 How did she get there? ....
4 Did she see the Queen? ....
5 Was Jurgen's English good when he first came to London? ....
6 What homework did the students do? ....
7 What did Laura buy? ....
8 Why did she ride on the London Eye? ....

Project

Work in groups. Find out which holiday activities people can do in Egypt. Make a list.

You can learn Arabic in Cairo.

In Hurghada, you can ride horses on the beach.

Work in pairs. Make an advertisement for a holiday in Egypt.

1 Choose one activity you can do in Egypt.
2 Design and write an online advertisement and add pictures.
3 Show your advertisement to the class and talk about it.

50 Lesson 4 Workbook page 105

Reading

1 Read the text quickly and answer the questions in pairs.

1. Before opening the book, brainstorm what the students known about London and write the ideas on the board. Students then open their books and look at the pictures to check (photos of Big Ben/Houses of Parliament, a red telephone box, the London Eye and the River Thames). Ask whether anyone in the class has been to London and what they did there.
2. Explain that many students go to London to study English during their summer holidays from school, and that they are going to read about the experiences of three students who did this.
3. Before students do the exercise, draw their attention to the words in bold in the text (*courses, castle, Queen, souvenirs* and *view*). Put students into pairs and ask them to decide the meaning together from context. If students are not sure, they can look them up in the glossary at the back of the Student's Book.
4. Ask students to read the three texts quickly and

answer the questions.

5 Students discuss their answers in pairs. Then ask the questions and invite volunteers to answer them. Ask them to read out the section of the text which provided the answer.

6 Ask *What other things would you like to see or do in London*? and hold a short class discussion.

Answers:

1 Learning English in London

2 Yes, they did.

3 Students' own answers

2 Read again and answer the questions. Write full sentences.

1 Ask the students to read the text more carefully and answer the questions. Draw their attention to the example, and ask a volunteer to read out the section of text which answers the question.

2 Students complete the exercise individually, before checking their answers with a partner. Remind them to use the past simple and full sentences or *Yes*/*No* short answers (review these first if necessary). Ask them to underline the section of text that provides the answer to each question.

3 Ask the questions in turn, and invite students to read out their answers.

Answers:

2 She enjoyed visiting Windsor Castle.

3 She went there by train.

4 No, she didn't.

5 No, it wasn't.

6 They did interesting projects.

7 She bought a lot of souvenirs.

8 Because there was a beautiful view of the city from the top.

Project

1 Work in groups. Find out which holiday activities people can do in Egypt. Make a list.

2 Ask two students to read out the speech bubbles. Then brainstorm other activities that visitors can do in Egypt.

3 If there are resources available, ask students to look up online in class other activities that visitors can do on holiday in Egypt. Alternatively, they could do their research for homework and carry out the project in the next class.

4 Write a list of the different activities on the board.

5 Ask students to read the instructions for making an advertisement. If possible, provide some examples for holiday advertisements for students to see what kind of information is included. Write a list of points for them to consider on the board (include an interesting title, such as *Come to Egypt on holiday! Visit the ancient Pyramids at Giza!* and some useful language, e.g. *At the beautiful Red Sea, you can swim, sail and scuba dive*.) Provide translations from Arabic into English if necessary for words and phrases the students would like to use. Try to ensure there is a range of activities in the class.

6 Allow time for students to complete their advertisements, including pictures (printed or drawn). Monitor as they are working and help if necessary.

7 Students then practise presenting their advertisement to the class.

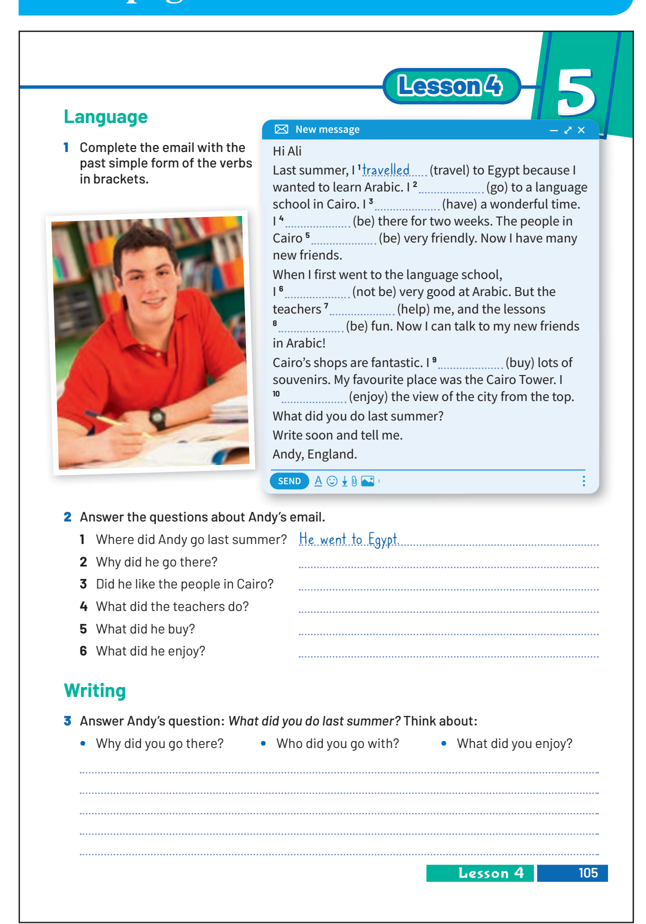
8 When they are ready, invite different pairs of students to come to the front of the class and present their advertisement.

9 Hold a vote for the most popular activity.

Answers:

Students' own answers

WB page 105



Lesson 4

5

Language

1 Complete the email with the past simple form of the verbs in brackets.

New message

Hi Ali

Last summer, I [1] travelled (travel) to Egypt because I wanted to learn Arabic. I [2] .... (go) to a language school in Cairo. I [3] .... (have) a wonderful time. I [4] .... (be) there for two weeks. The people in Cairo [5] .... (be) very friendly. Now I have many new friends.

When I first went to the language school, I [6] .... (not be) very good at Arabic. But the teachers [7] .... (help) me, and the lessons [8] .... (be) fun. Now I can talk to my new friends in Arabic!

Cairo's shops are fantastic. I [9] .... (buy) lots of souvenirs. My favourite place was the Cairo Tower. I [10] .... (enjoy) the view of the city from the top.

What did you do last summer?

Write soon and tell me.

Andy, England.

SEND

2 Answer the questions about Andy's email.

1 Where did Andy go last summer? He went to Egypt.
2 Why did he go there? ....
3 Did he like the people in Cairo? ....
4 What did the teachers do? ....
5 What did he buy? ....
6 What did he enjoy? ....

Writing

3 Answer Andy's question: *What did you do last summer?* Think about:

- Why did you go there?
- Who did you go with?
- What did you enjoy?

....

Lesson 4 105

Language

1 Complete the email with the past simple form of the verbs in brackets.

1 Ask the students to look at the picture and say what they can see (a language class in Cairo).
2 Students quickly read the email. Elicit what it is about (an English boy who studied Arabic in Cairo).
3 Students complete the exercise individually, before checking their answers with a partner.
4 Ask confident students to read out the lines of the email in order to confirm answers.

Answers:

2 went	3 had	4 was	5 were	6 wasn't
7 helped	8 were	9 bought	10 enjoyed	

2 Answer the questions about Andy's email.

1 Ask the students to read the questions and example answer.
2 Students complete the exercise by reading the email again more carefully. Encourage them to write full sentences.
3 Ask different students to read out their answers.

Answers:

2 He wanted to learn Arabic.
3 Yes, he did. They were very friendly.
4 They helped him.
5 He bought lots of souvenirs.
6 He enjoyed the view of the city from the top of the Cairo Tower.

Writing

3 Answer Andy's question: *What did you do last summer?* Think about:

1 Ask *What did you do last summer?* to different students around the class.
2 Draw students' attention to the other questions about what they did. Ask them to make brief notes to answer the questions.
3 Students then use their notes to write their reply to Andy. Remind them to use the past simple. Monitor as they are working, helping if necessary.
4 Students check each other's work and make suggestions for improvements.
5 Ask individual students to read out their answers to Andy's questions.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To understand an advertisement for learning English
- To understand an email message

Writing:

- To complete an email (Workbook)
- To write an email in response to a question (Workbook)

Speaking: To research, design and write an online advertisement for holidays in Egypt

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 5 SB page 51 WB page 106

Outcomes:

- To identify gist in short listening texts (both informative and literary texts)
- To write short, informative texts
- To express how he/she is feeling using basic expressions
- To pronounce familiar words with some accuracy
- To express facts and points of view
- To explain orally verbal and non-verbal, age - appropriate texts, eg signs

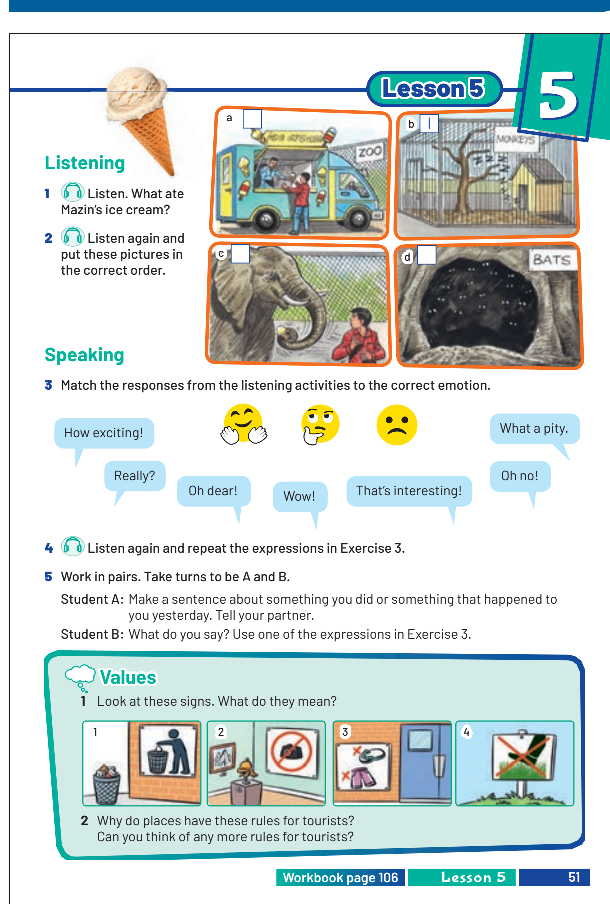
Vocabulary: How exciting! Really? Oh dear! Wow! That's interesting! Oh no! What a pity!

Language: The past simple

Values: Respect for rules

Issues: Environmental responsibility;

SB page 51



Lesson 5

5

Listening

1 Listen. What ate Mazin's ice cream?

2 Listen again and put these pictures in the correct order.

a b c d

Speaking

3 Match the responses from the listening activities to the correct emotion.

How exciting! Really? Oh dear! Wow! That's interesting! What a pity. Oh no!

4 Listen again and repeat the expressions in Exercise 3.

5 Work in pairs. Take turns to be A and B.

Student A: Make a sentence about something you did or something that happened to you yesterday. Tell your partner.

Student B: What do you say? Use one of the expressions in Exercise 3.

Values

1 Look at these signs. What do they mean?

1 2 3 4

2 Why do places have these rules for tourists? Can you think of any more rules for tourists?

Workbook page 106 Lesson 5 51

Listening

1 Listen. What ate Mazin's ice cream?

1 Ask students to look at the four pictures and elicit what they can see in each one. Elicit what the Zzzzs mean in picture b (someone/something is asleep).

2 Ask students to guess what ate Mazin's ice cream. Then play the recording for them to listen and check.



Audioscript

Man: *What did you do yesterday, Mazin?*
Mazin: *I went to the zoo.*
Man: *Oh, that's interesting! Did you enjoy the day?*
Mazin: *No, I didn't.*
Man: *Oh dear. Why not?*
Mazin: *Well, first, we went to see the monkeys. But they were all very tired. I think they were in bed.*
Man: *What a pity! So you didn't see them?*
Mazin: *No, we didn't. Then we went into a cave to see the bats. But it was dark, and I didn't see anything.*
Man: *What did you do next?*
Mazin: *Then we bought an ice cream and went to see the elephants. It was bath time for them.*
Man: *Wow! How exciting!*
Mazin: *Yes, I enjoyed that. But then something bad happened.*
Man: *Oh no! What happened?*
Mazin: *An elephant ate my ice cream!*

Answers:

An elephant

2 Listen again and put these pictures in the correct order.

1 Ask students which order they think the pictures are in in the story.

2 Play the recording again for them to check their answers.

3 Ask *When did you last go to a zoo? What did you see there?* and encourage different students to answer.

Answers:

a 3 b 1 c 4 d 2

Speaking

3 Match the responses from the listening to the correct emotion.

1. Draw students' attention to the emojis and ask what they represent (happy, thinking/not happy or sad, sad).
2. Read out each response with appropriate intonation and ask students to point to the correct emoji. Then say each one again and encourage the students to repeat the words and phrases.

Answers:

Happy: How exciting! Wow! That's interesting!

Thinking: Really?

Sad: Oh dear! Oh no! What a pity.

4 Listen again and repeat the expressions in Exercise 3.

1. Play the recording and ask the students to raise their hands when they hear the expressions.
2. Play the recording again and pause after each response for the students to repeat.

5 Work in pairs. Take turns to be A and B.

1. Divide the class into pairs and ask them to decide who is A and who is B. Read the instructions as a class.
2. Demonstrate the game with a confident student. The student says something they did yesterday and you respond. Then reverse roles and repeat.
3. Students play the game. Remind them to use the past simple and the expressions in Exercise 3. Monitor as they are working and help if necessary. Encourage them to try to say something that their partner can respond to using all of the expressions.
4. Ask different pairs of students to say something they did for the rest of the class to call out the appropriate response.

Answers:

Students' own answers

Values

1 Look at these signs. What do they mean?

1. Ask students to look at the signs and elicit where they might see them (in the street, in a museum, in a mosque or church, in a park).
2. Students work in pairs or small groups to decide what each sign means.
3. Check answers as a class.

Answers:

1 Put your litter in the bin.

2 Do not take photos.

3 Do not wear sandals or shorts.

4 Do not walk on the grass.

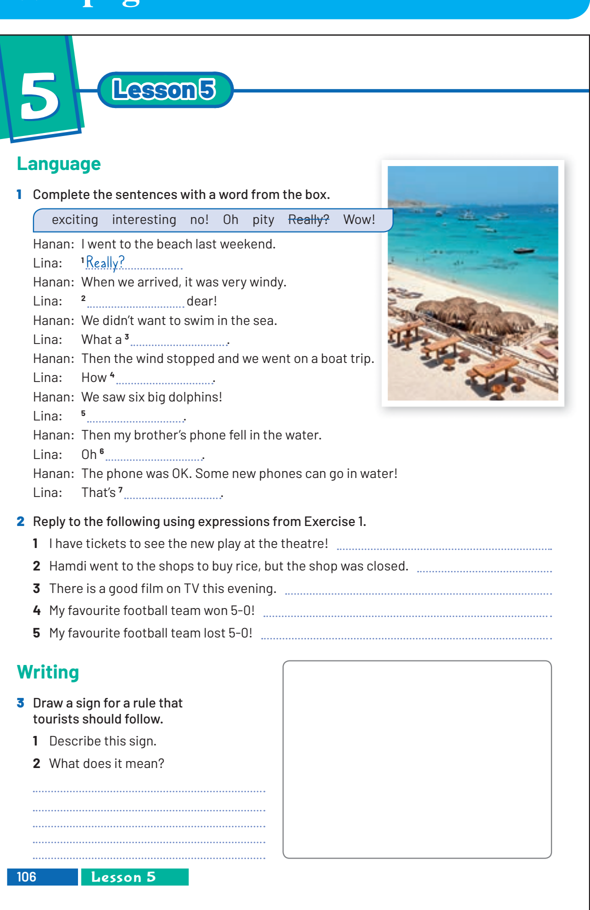
2 Why do places have these rules for tourists? Can you think of any more rules for tourists?

1. Hold a class discussion about why places have rules for tourists (e.g. to keep the place clean for everyone, to respect traditions).
2. Put the students into small groups to discuss the second question. Then ask each group to offer their ideas.

Answers:

Students' own answers

WB page 106



5 Lesson 5

Language

1 Complete the sentences with a word from the box.

exciting interesting no! Oh pity ~~Really?~~ Wow!

Hanan: I went to the beach last weekend.
Lina: [1] Really?
Hanan: When we arrived, it was very windy.
Lina: [2] .... dear!
Hanan: We didn't want to swim in the sea.
Lina: What a [3] ....
Hanan: Then the wind stopped and we went on a boat trip.
Lina: How [4] ....
Hanan: We saw six big dolphins!
Lina: [5] ....
Hanan: Then my brother's phone fell in the water.
Lina: Oh [6] ....
Hanan: The phone was OK. Some new phones can go in water!
Lina: That's [7] ....

2 Reply to the following using expressions from Exercise 1.

1 I have tickets to see the new play at the theatre! ....
2 Hamdi went to the shops to buy rice, but the shop was closed. ....
3 There is a good film on TV this evening. ....
4 My favourite football team won 5-0! ....
5 My favourite football team lost 5-0! ....

Writing

3 Draw a sign for a rule that tourists should follow.

1 Describe this sign.
2 What does it mean?

106 Lesson 5

Language

1 Complete the sentences with a word from the box.

1 Students open their books and look at the words in the box. Ask what is missing from each response.
2 Students complete the exercise individually before checking their answers with a partner. They then practise reading the conversation aloud.
3 Check the answers as a class and ask different students to read out the lines of the conversation.

Answers:

2 Oh 3 pity 4 exciting 5 Wow 6 no! 7 interesting

2 Reply to the following using expressions from Exercise 1.

1 Students respond to the statements using the complete expressions from Exercise 1. Explain that there may be more than one possible answer.
2 Read each statement aloud, encouraging the class to call out the responses.

Suggested answers:

1 How exciting! 2 Oh dear.
3 Really? 4 Wow!
5 Oh no! / What a pity!

Writing

3 Draw a sign for a rule that tourists should follow.

1 Brainstorm a few ideas for tourist signs and write them on the board. Students then choose one of the ideas to draw. Ask them to think carefully before they draw. Point out that it doesn't matter if the drawing is good or not, it is the message that is important. After they finish their drawings, ask students to read the two questions and write the answers in the given space in their Workbooks or notebooks if they wish.
2 Monitor as they are working.
3 Invite volunteers to show the class their drawing and explain what the sign means.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand and complete a dialogue
Writing: To produce and explain a sign for tourists in Egypt

Listening:

- To understand and follow a story
- To listen for detail to order pictures

Speaking:

- To respond emotionally to happy/interesting/ sad situations
- To express how you are feeling using basic expressions.
- To discuss the meaning of signs
- To discuss the importance of rules

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 52 WB page 107

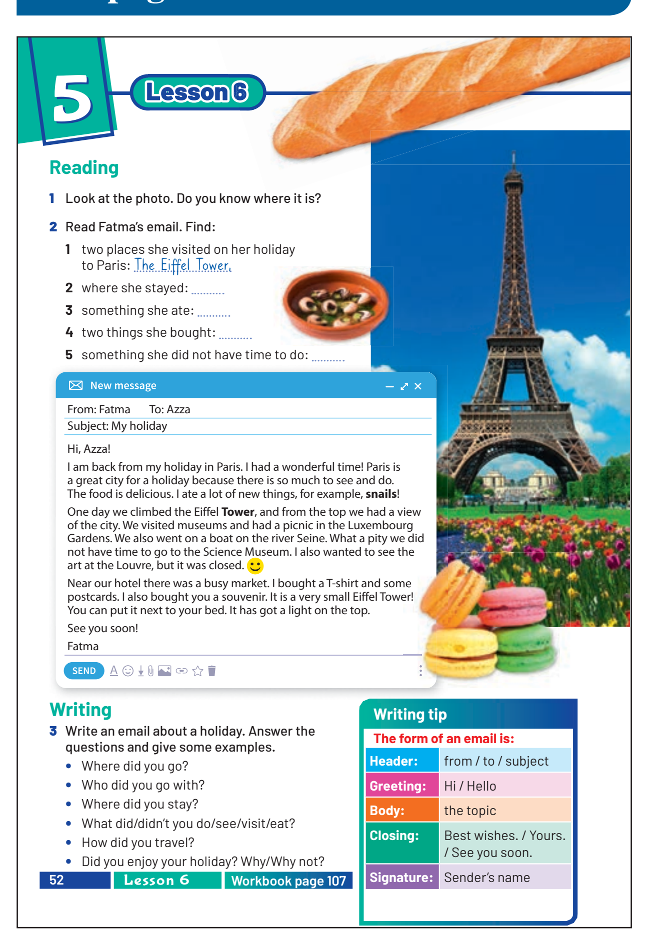
Outcomes:

- To skim grade - appropriate text to get the general idea.
- To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases
- To identify key details in short, familiar texts
- To form and use the simple verb tenses
- To write short, informative/explanatory texts

Vocabulary: snails, tower, for example

Language: To practise using the past simple

SB page 52



5 Lesson 6

Reading

1 Look at the photo. Do you know where it is?

2 Read Fatma's email. Find:

1 two places she visited on her holiday to Paris: The Eiffel Tower,
2 where she stayed: ....
3 something she ate: ....
4 two things she bought: ....
5 something she did not have time to do: ....

New message

From: Fatma To: Azza
Subject: My holiday

Hi, Azza!

I am back from my holiday in Paris. I had a wonderful time! Paris is a great city for a holiday because there is so much to see and do. The food is delicious. I ate a lot of new things, for example, **snails**!

One day we climbed the Eiffel **Tower**, and from the top we had a view of the city. We visited museums and had a picnic in the Luxembourg Gardens. We also went on a boat on the river Seine. What a pity we did not have time to go to the Science Museum. I also wanted to see the art at the Louvre, but it was closed.

Near our hotel there was a busy market. I bought a T-shirt and some postcards. I also bought you a souvenir. It is a very small Eiffel Tower! You can put it next to your bed. It has got a light on the top.

See you soon!

Fatma

SEND

Writing

3 Write an email about a holiday. Answer the questions and give some examples.

- Where did you go?
- Who did you go with?
- Where did you stay?
- What did/didn't you do/see/visit/eat?
- How did you travel?
- Did you enjoy your holiday? Why/Why not?

Writing tip

The form of an email is:

Header:	from / to / subject
Greeting:	Hi / Hello
Body:	the topic
Closing:	Best wishes. / Yours. / See you soon.
Signature:	Sender's name

52 Lesson 6 Workbook page 107

Reading

1 Look at the photo. Do you know where it is?

1 Point to the photo of the Eiffel Tower and ask where it is. Ask what other things the students know about Paris or France (the other pictures show bread, snails, and *macarons* – a French sweet).

2 Ask whether anyone has been to Paris or France and what they saw and did there. Ask students whether they have eaten any of the things shown in the photos.

Answers:

Students' own answers

2 Read Fatma's email. Find:

1 Before students do the exercise, draw their attention to the words in bold in the text (*Tower* and *snails*). Put students into pairs and ask them to decide the meaning together. If students are not sure, they can look them up in the *Glossary* at the back of the Student's Book.

2 Ask students to look at the example and read the text quickly to find one other place that Fatma visited (museums, the Luxembourg Gardens, a market).

3 Students read the text again more carefully and complete the exercise in pairs.

4 Check the answers as a class.

5 Ask *What couldn't Fatma go inside? Why?* (the Louvre because it was closed). Explain that this is a famous art gallery in the city. Ask what students would like to do in Paris and whether they think Fatma's trip sounds interesting.

Answers:

1 museums, the Luxembourg Gardens, a market
2 a hotel
3 snails
4 a T-shirt/a postcard/a souvenir – a small Eiffel Tower (with a light on the top)
5 go to the Science Museum

Writing tip

1 Draw students' attention to the *Writing tip*.

2 Explain that this is the form of a standard email. Give students a minute to read the tip and provide answers to their questions. Some students might ask about the meaning of some words like header, signature,...etc. Be ready to answer their questions, giving examples when needed. Remember, students have written emails in the primary stage, so build on their knowledge or modify it if needed.

Writing

3 Write an email about a holiday. Answer the questions and give some examples.

1 Read through the questions with the students and ask them to make notes to answer them. Point out that the holiday can be one they have had at any time in their life.

2 When they have made their notes, ask different students to talk about their holiday.

3 Give students time to write their email in their notebook. Alternatively, students could write their email for homework. Guide students to follow the given format in the writing tip while using the correct verb tense. Monitor as they are

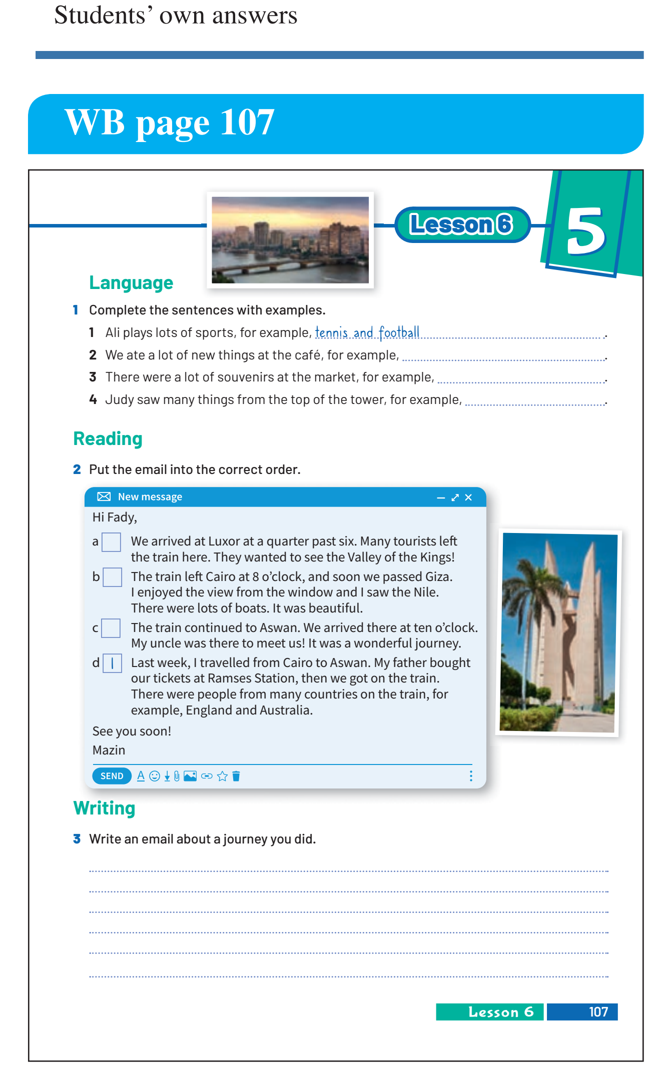
working, helping if necessary.

4 Ask students to swap notebooks with a partner to check for the correct use of *for example*.
5 Ask for a few volunteers to read out their email.

Answers:

Students' own answers

WB page 107



Lesson 6 5

Language

1 Complete the sentences with examples.

1 Ali plays lots of sports, for example, tennis and football.
2 We ate a lot of new things at the café, for example, ...
3 There were a lot of souvenirs at the market, for example, ...
4 Judy saw many things from the top of the tower, for example, ...

Reading

2 Put the email into the correct order.

New message

Hi Fady,

a ☐ We arrived at Luxor at a quarter past six. Many tourists left the train here. They wanted to see the Valley of the Kings!
b ☐ The train left Cairo at 8 o'clock, and soon we passed Giza. I enjoyed the view from the window and I saw the Nile. There were lots of boats. It was beautiful.
c ☐ The train continued to Aswan. We arrived there at ten o'clock. My uncle was there to meet us! It was a wonderful journey.
d 1 Last week, I travelled from Cairo to Aswan. My father bought our tickets at Ramses Station, then we got on the train. There were people from many countries on the train, for example, England and Australia.

See you soon!
Mazin

SEND

Writing

3 Write an email about a journey you did.

Lesson 6 107

Language

1 Complete the sentences with examples.

1 Before opening the book, write *for example* on the board and elicit when it is used.
2 Students read the example and then complete the sentences with their own ideas. Monitor as they are working and help if necessary.
3 Students compare their answers in pairs and check that *for example* is used correctly. Then ask individual students to read out their sentences.

Answers:

Students' own answers

Reading

2 Put the email into the correct order.

1 Draw students' attention to the photos and ask what they show.
2 Ask students to read the email quickly and say what it's about (taking a train from Cairo to Aswan). Read the last paragraph (the first in the story) aloud and ask students to follow in their books.
3 Students read the paragraphs again more carefully and in pairs decide on the correct order.
4 Check the order as a class. Ask whether anyone has done the same journey by train, or whether they have taken another long train journey. Ask what they enjoyed about it.

Answers:

a 3 b 2 c 4 d 1

Writing

3 Write an email about a journey.

1 Read the instruction and the bulleted questions with the class. Explain to students that they are going to write an email about a journey they have made.
2 Ask them to think about a journey they have made and tell their partner about it. Then they should make notes to answer the questions.
3 Students write their emails. Monitor as they are working and help if necessary. Alternatively, students can write their emails for homework.
4 When they have finished, ask them to exchange notebooks and check each other's grammar and spelling.
5 Ask volunteers to read out their email for the class.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills

Reading:

- To skim read and understand an email about a holiday
- To order an email about a journey (Workbook)

Writing:

- To write an email about a holiday
- To write sentences giving examples
- To write an email about a journey (Workbook)

Speaking: To talk about a photo

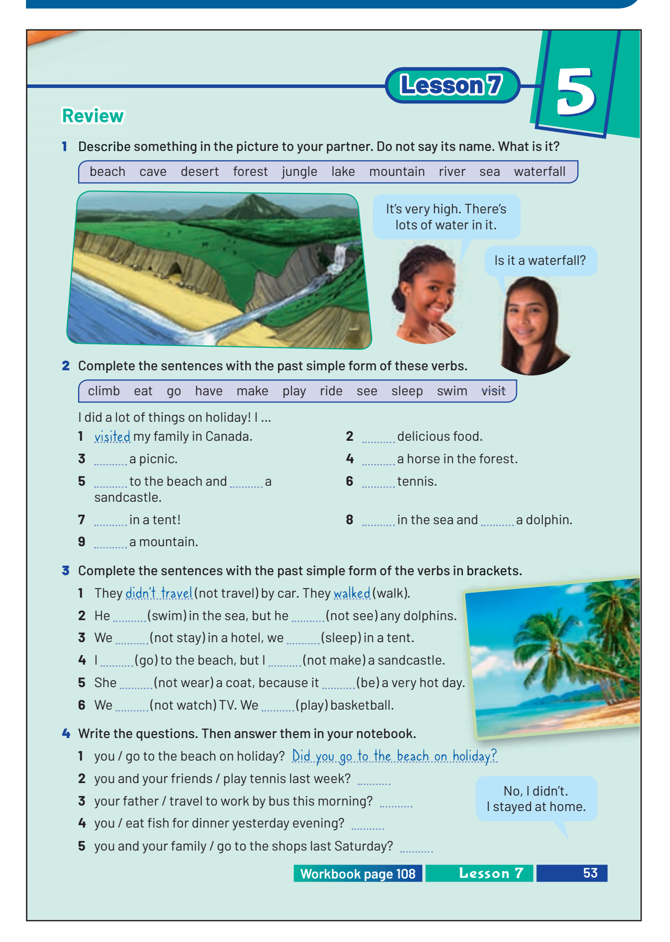
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 7 SB page 53 WB page 108

Outcomes:

- To review and use the vocabulary and structures of the unit
- To pronounce familiar words with some accuracy
- To write sentences answering personal questions (Workbook)

SB page 53



Lesson 7 5

Review

1 Describe something in the picture to your partner. Do not say its name. What is it?

beach cave desert forest jungle lake mountain river sea waterfall

2 Complete the sentences with the past simple form of these verbs.

climb eat go have make play ride see sleep swim visit

I did a lot of things on holiday! I ...

1 visited my family in Canada.
2 .... delicious food.
3 .... a picnic.
4 .... a horse in the forest.
5 .... to the beach and .... a sandcastle.
6 .... tennis.
7 .... in a tent!
8 .... in the sea and .... a dolphin.
9 .... a mountain.

3 Complete the sentences with the past simple form of the verbs in brackets.

1 They didn't travel (not travel) by car. They walked (walk).
2 He .... (swim) in the sea, but he .... (not see) any dolphins.
3 We .... (not stay) in a hotel, we .... (sleep) in a tent.
4 I .... (go) to the beach, but I .... (not make) a sandcastle.
5 She .... (not wear) a coat, because it .... (be) a very hot day.
6 We .... (not watch) TV. We .... (play) basketball.

4 Write the questions. Then answer them in your notebook.

1 you / go to the beach on holiday? Did you go to the beach on holiday?
2 you and your friends / play tennis last week? ....
3 your father / travel to work by bus this morning? ....
4 you / eat fish for dinner yesterday evening? ....
5 you and your family / go to the shops last Saturday? ....

Workbook page 108 Lesson 7 53

Before using the book:

- Write *Holidays* on the board and ask students what they have learned in this unit. Brainstorm a list of topics and grammar points and write these on the board. You might wish to remove these before students start the exercises.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

Review

1 Describe something in the picture to your partner. Do not say its name. What is it?

1 Before students open the books, elicit the places they learned in lesson one. Prompt them with one of the words, e.g. *cave*.

2 Ask students to look at Exercise 1 and the word box. Point to different features in the picture and elicit the word.

3 Then ask two students to read out the dialogue in speech bubbles. Explain that they are going to

play the guessing game with a partner. Remind them not to use the word itself.

4 Students play the game in pairs. Monitor as they are working and help if necessary.

5 Play the game as a class. Start the game by describing one of the features in the picture for the students to guess. The first student to answer gives the next definition and so on around the class.

Answers:

Students' own answers

2 Complete the sentences with the past simple form of these verbs.

1 Ask students to look at the verbs and elicit the past simple forms. Ask *Which verbs are regular?* (*climbed, played, visited*).

2 Ask students to look at the example. Point out that each of the numbered phrases completes the sentence beginning *I* … .

3 You could pair weaker and stronger students for the exercise. Monitor as they are working and help if necessary.

Note: Students may want to say *eat a picnic*. Explain that the word *have* is used with picnic, in the same way as *have breakfast/ lunch/dinner/a snack/a meal*.

Answers:

2 ate	3 had	4 rode	5 went, made
6 played	7 slept	8 swam, saw	9 climbed

3 Complete the sentences with the past simple form of the verbs in brackets.

1 Elicit the negative forms of the past simple, including the verb *to be*. Write them on the board if necessary.

2 Students complete the exercise individually before checking their answers with a partner.

3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

2 swam, didn't see	3 didn't stay, slept
4 went, didn't make	5 didn't wear, was
6 didn't watch, played	

4 Write the questions. Then answer them in your notebook.

1 Before students look at the exercise, write the first set of prompts on the board and elicit the correct question. Review past simple question forms using the board if necessary. Then elicit the short answer forms.

2 Students look at the example and complete the exercise individually before checking their answers in pairs. Monitor as they are working and help if necessary.

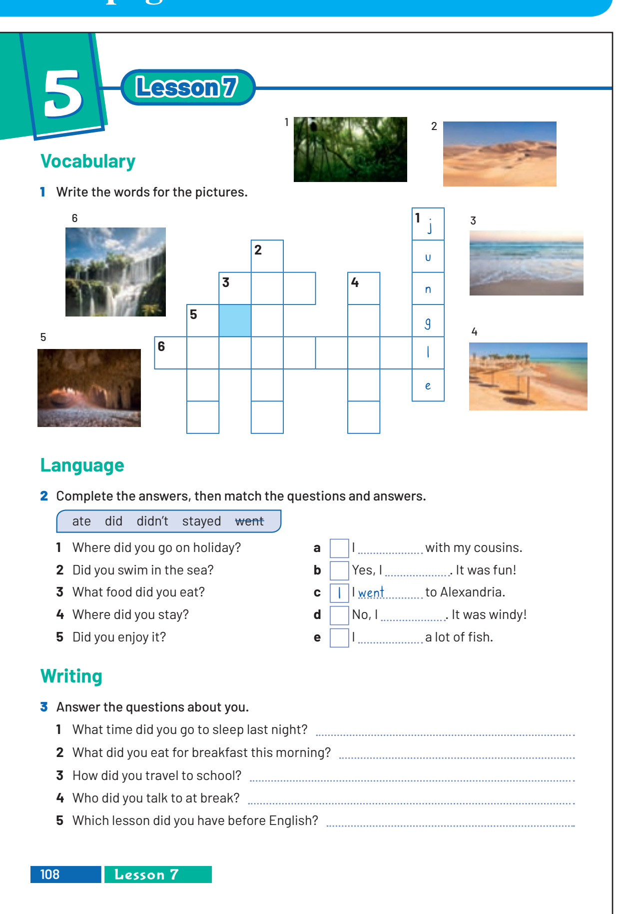
3 Check answers as a class. Then ask students to work in pairs to ask and answer the questions.

4 Work as a whole class. Students ask and answer the questions around the class.

Answers:

2 Did you and your friends play tennis last week? 3 Did your father travel to work by bus this morning? 4 Did you eat fish for dinner yesterday evening? 5 Did you and your family go to the shops last Saturday?

WB page 108



5 Lesson 7

Vocabulary

1 Write the words for the pictures.

1 j u n g l e

Language

2 Complete the answers, then match the questions and answers.

ate did didn't stayed ~~went~~

1 Where did you go on holiday?
2 Did you swim in the sea?
3 What food did you eat?
4 Where did you stay?
5 Did you enjoy it?

a [ ] I .... with my cousins.
b [ ] Yes, I .... It was fun!
c [1] I went.................... to Alexandria.
d [ ] No, I .... It was windy!
e [ ] I .... a lot of fish.

Writing

3 Answer the questions about you.

1 What time did you go to sleep last night? ....
2 What did you eat for breakfast this morning? ....
3 How did you travel to school? ....
4 Who did you talk to at break? ....
5 Which lesson did you have before English? ....

108 Lesson 7

Vocabulary

1 Write the words for the pictures.

1 Draw students' attention to the pictures and elicit the words. Point to the jungle picture and the example in the crossword. Ask a stronger student to explain what the students have to do.
2 Students work in pairs to complete the crossword. While they are working, draw the crossword on the board.
3 Check answers by inviting different students to write in a word on the puzzle.

Answers:

2 desert 3 sea 4 beach 5 cave 6 waterfall

Language

2 Complete the answers, then match the questions and answers.

1 Ask the students to read the instruction and look at the example. Elicit what they have to do.
2 Students complete the exercise individually. Monitor as they are working and help if necessary.
3 Students check their answers in pairs. Then check the answers as a class. Ask pairs of students to read out the questions and answers.

Answers:

2 d No, I didn't. It was windy!
3 e I ate a lot of fish
4 a I stayed with my cousins.
5 b Yes, I did. It was fun!

Writing

3 Answer the questions about you.

1 Go through the exercise orally. Ask the questions and invite several students to answer.
2 Students then write their answers in their Workbooks. Monitor as they are working and help if necessary.
3 When they have finished, ask students to exchange their books and check each other's work.

Answers:

Students' own answers



SB pages 54-63 WB pages 109-115

OBJECTIVES

Reading

A recipe; reviews of a dish; a text about healthy snacks; a text about food in Africa

Writing

A description of a picture; an online review of a café

Listening

A conversation about what food there is; an interview about healthy drinks; a conversation in a café

Video

Food in ancient Egypt

Speaking

Asking and answering about food in a café; describing pictures; talking about which snacks you eat; giving advice; ordering food in a café

Language

Countable and uncountable nouns; some and any; a lot of, enough, too much, too many; should and shouldn't for advice

Life skills

Problem-solving; identify a problem and suggest solutions

LESSON 1 SB pages 54 - 55 WB page 109

Outcomes:

- To read a range of high-frequency words and read short, simple sentences
- To recall information from experiences or gather information from provided sources to answer a question.
- To identify gist and main idea(s) in short listening texts (both informative and literary texts).
- To pronounce familiar words with some accuracy
- Explain orally verbal and non-verbal age-appropriate texts e.g. pictures and photos
- To write informative/explanatory texts
- To write about likes and dislikes in different topics

Vocabulary: biscuits, cheese, crisps, figs, hummus, nuts, olives, peppers, raisins, salad, salt, sugar

Language: countable and uncountable nouns; some and any

Before using the book:

- Write the title of the unit *Let's eat* on the board and brainstorm a list of foods the students eat/like/don't like. Write the list on the board.
- Tell the students that they are going to learn about food in the unit.

SB page 54


Unit 6 Lesson 1

Let's eat!

Reading: A recipe; reviews of a dish; a text about healthy snacks; a text about food in Africa
Writing: A paragraph describing a picture; an online review of a café
Listening: A conversation about what food there is; an interview about healthy drinks; a conversation in a café
Speaking: Asking and answering about food in a picture; giving advice; ordering food in a café
Language: Countable and uncountable nouns; *should* and *shouldn't* for advice
Life Skills: Decision making; problem solving
Issues: Preventative health

1 2 3 4 5 6 7 8 9 10 11 12

Research
What kind of food is healthy?

Discuss
What food can you see in the pictures? Can you name them all?

Mohamed: What food do you like? What food don't you like?
Ragab: I like nuts, but I don't like olives. What food do you like?
Mohamed: I like salad and meat.

Find
Look through the unit. What is a popular food in Morocco?

54 Lesson 1

Discuss

What food can you see? Can you name them all?

1. Ask the students to look at the photos. Put them into pairs and explain that they have to write down the names of all the foods in one minute and that it is a race.
2. Students write their lists. Encourage them to think about correct spelling.
3. Students exchange their lists with another pair to mark. Ask *What is (a)?* and elicit the answer in English. Tell students to give one point for the correct name and two points if it is also spelled correctly. Write each food on the board as the students call out the names.
4. Students count up the scores and give the lists back. Find out which pair(s) got the highest number of points and congratulate them.
5. Draw students' attention to the mobile phone screen and ask two students to read out the speech bubbles. Ask them to talk to their partner about their likes and dislikes.
6. Ask different students to tell the rest of the class about their partner. You could also talk about what you like/dislike.

Answers:

1 hummus	2 salad	3 biscuits (US: cookies)
4 peppers	5 olives	6 cheese
7 salt	8 figs	9 crisps (US: potato chips)
10 raisins	11 nuts	12 sugar

Research

What kind of food is healthy?

1. Refer students to the photos again and ask which of the food is healthy.
2. Elicit students' ideas for other healthy foods. Then ask them to find out using school resources or for homework.
3. Ask students to give their answers. Have a short class discussion about what happens if you eat too much salt, fat or sugar (you can put on weight or suffer health problems such as heart disease).

Suggested answers:

(from photos:) hummus, salad, peppers, olives, raisins, nuts. Also: fish, fruit, vegetables etc.

Find

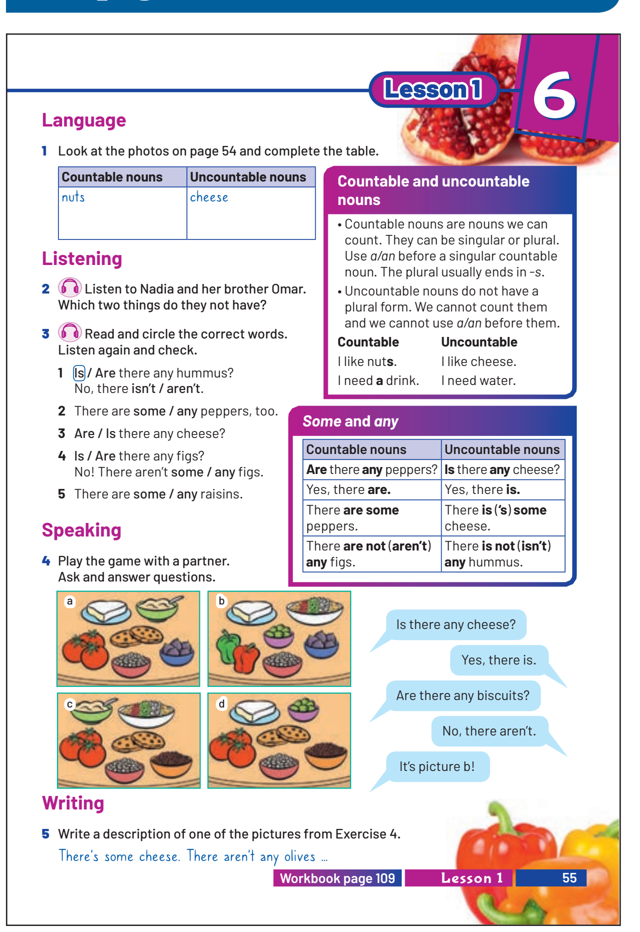
Look through the unit. What is a popular food in Morocco?

1. Ask students whether they know which foods are popular in Morocco. You could give them a short amount of time to find out, using school resources.
2. Ask students to find the information by quickly scanning the unit. They can find the answer on page 60.

Answers:

tagine

SB page 55



Lesson 1 6

Language

1 Look at the photos on page 54 and complete the table.

Countable nouns	Uncountable nouns
nuts	cheese

Countable and uncountable nouns

- Countable nouns are nouns we can count. They can be singular or plural. Use *a/an* before a singular countable noun. The plural usually ends in *-s*.
- Uncountable nouns do not have a plural form. We cannot count them and we cannot use *a/an* before them.

Countable	Uncountable
I like nut**s**.	I like cheese.
I need **a** drink.	I need water.

Listening

2 Listen to Nadia and her brother Omar. Which two things do they not have?

3 Read and circle the correct words. Listen again and check.

1. Is / Are there any hummus? No, there **isn't / aren't**.
2. There are **some / any** peppers, too.
3. **Are / Is** there any cheese?
4. **Is / Are** there any figs? No! There aren't **some / any** figs.
5. There are **some / any** raisins.

Some* and *any

Countable nouns	Uncountable nouns
Are there **any** peppers?	**Is** there **any** cheese?
Yes, there **are.**	Yes, there **is.**
There **are some** peppers.	There **is** (**'s**) **some** cheese.
There **are not** (**aren't**) **any** figs.	There **is not** (**isn't**) **any** hummus.

Speaking

4 Play the game with a partner. Ask and answer questions.

Writing

5 Write a description of one of the pictures from Exercise 4.

There's some cheese. There aren't any olives ...

Workbook page 109 | Lesson 1 | 55

Language

1 Look at the photos on page 54 and complete the table.

1 Ask students to look at the table and the examples. Ask them to talk in pairs or small groups about what *countable* and *uncountable* mean.

2 Elicit their answers. Then draw their attention to the *Language box*. Read the first paragraph together. Then elicit examples from the food on page 54. Write the headings *a* and *an* on the board and invite different students to write the singular form of all the countable foods from page 54 in the correct column (a nut, a biscuit, a pepper, a fig, a crisp, a raisin, an olive).

3 Now draw different numbers of the foods on the board and elicit the plurals, e.g. *How many figs are there?* (*There are five figs.*)

4 Write cheese and water on the board. Ask *Do you say 'I like cheeses'? 'I like waters?'* (*No*).

5 Read the second paragraph of the *Language box*. Students then complete the exercise in pairs.

6 Draw the table on the board with the headings. Invite different students to add the words from page 54 in the correct column.

Answers:

Countable: nuts, biscuits, peppers, olives, figs, crisps, raisins

Uncountable: cheese, hummus, salad, salt, sugar

Listening

2 Listen to Nadia and her brother Omar. Which two things do they not have?

1 Tell students that Nadia and her brother are going to make lunch and they are talking about what they have and do not have.

2 Play the recording for the students to listen and write down what the brother and sister do not have. Ask whether they remember what they have got and play the recording again to confirm (They have got olives, peppers, cheese, raisins).



Audioscript

Nadia: *Let's make lunch. I think we've got all the food.*
Omar: *There's some salad. Is there any hummus?*
Nadia: *No, there isn't. But there are some olives.*
Omar: *There are some peppers, too.*
Nadia: *Good! Is there any cheese?*
Omar: *Yes, there is. I've got it.*
Nadia: *What about figs? Are there any figs?*
Omar: *No! There aren't any figs.*
Nadia: *There are some raisins.*
Omar: *That's good.*

Answers:

They do not have hummus or figs.

3 Read and circle the correct words. Listen again and check.

1 Ask students to read look at the example. Ask students to look at the language box for *some* and *any*. Ask them to work in pairs to find the similarities and differences between countable and uncountable.

2 Ask a stronger student to explain why *is* in Question 1 is the correct choice. (*hummus is uncountable*).

3 Students complete the exercise in pairs. You might prefer to pair weaker and stronger students for this exercise. Monitor as they are working and help if necessary.

4 Play the recording again for the students to check their answers.

5 Go through the answers as a class, encouraging students to explain why the word they have chosen is correct.

Answers:

1 Is, isn't 2 some 3 Is 4 Are, any 5 some

Speaking

4 Play the game with a partner. Ask and an swer questions.

1 Draw students' attention to the four pictures and elicit what they can see in each one.

2 Tell students they are going to play a game. Ask two students to read out the speech bubbles to demonstrate how to play it. One student thinks

of a pictures without saying which one. Their partner asks questions to find out which picture they are thinking of.

3 Students play the game with a partner. Remind them to use the correct grammar for countable and uncountable food items. Monitor as they play the game and help if necessary.

4 Invite confident students to describe one of the pictures for the class to guess.

Answers:

Students' own answers.

Writing

5 Write a description of one of the pictures from Exercise 4.

1 Ask students to look at the example and explain that they have to choose one of the pictures to write about.

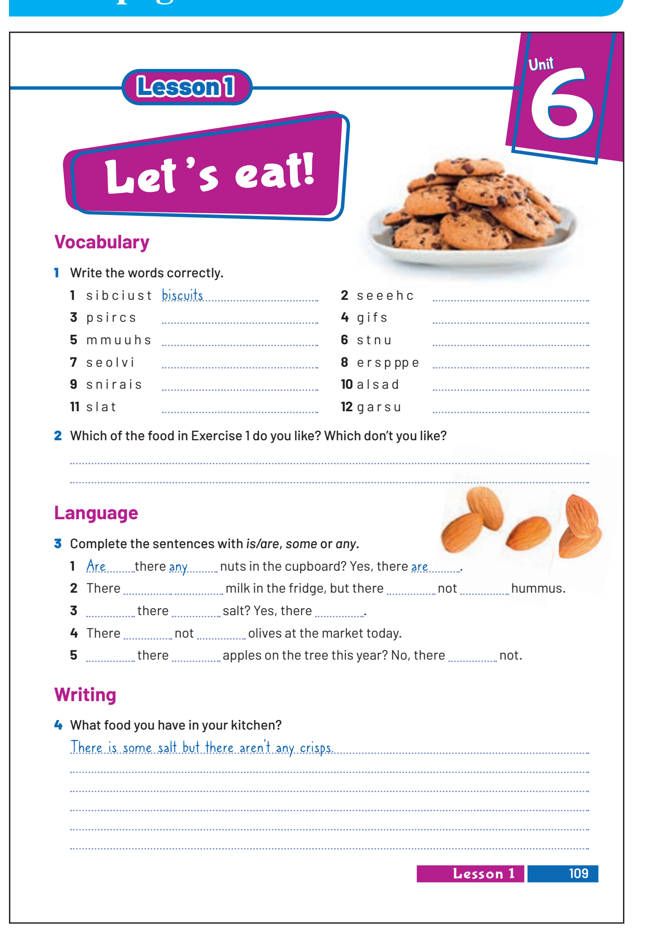
2 Students write their descriptions in their notebooks. Monitor as they are working and help if necessary. Remind them to refer back to the *Language boxes* for help.

3 Students exchange notebooks and check each other's grammar.

Answers:

Students' own answers.

WB page 109



Unit 6

Lesson 1

Let's eat!

Vocabulary

1 Write the words correctly.

1 sibciust	biscuits	2 seeehc	
3 psircs		4 gifs	
5 mmuuhs		6 stnu	
7 seolvi		8 erspppe	
9 snirais		10 alsad	
11 slat		12 garsu	

2 Which of the food in Exercise 1 do you like? Which don't you like?

Language

3 Complete the sentences with *is/are*, *some* or *any*.

1 Are there any nuts in the cupboard? Yes, there are.
2 There ………… milk in the fridge, but there ………… not ………… hummus.
3 ………… there ………… salt? Yes, there ………….
4 There ………… not ………… olives at the market today.
5 ………… there ………… apples on the tree this year? No, there ………… not.

Writing

4 What food you have in your kitchen?

There is some salt but there aren't any crisps.

Lesson 1 109

Vocabulary

1 Write the words correctly.

1 Elicit the food words from Lesson 1 (hummus, salad, biscuits, peppers, olives, cheese, salt, figs, crisps, raisins, nuts, sugar).

2 Students then look at the example and complete the exercise individually before checking their answers with a partner.

3 Ask students to close their books. Call out one of the food words and ask a student to write it on the board correctly. Invite the class to provide help if necessary.

Answers:

2 cheese 3 crisps 4 figs 5 hummus 6 nuts 7 olives 8 peppers 9 raisins 10 salad 11 salt 12 sugar

2 Which of the food in Exercise 1 do you like? Which don't you like?

1 Ask students to write two sentences beginning with *I like* … and *I don't like* … .

2 Ask different students to read out their sentences.

Answers:

Students' own answers.

Language

3 Complete the sentences with *is/are, some* or *any.*

1 Ask students to look at the example and then review the grammar for countable and uncountable nouns, using examples on the board.
2 Students complete the exercise. Refer them back to the page 55 *Language boxes* to help if necessary, and monitor as they are working.
3 Check answers as a class.

Answers:

2 is some, is, any	3 Is, any, is
4 are, any	5 Are, any, are

Writing

4 What food do you have in your kitchen?

1 Ask students to read the example.
2 Students complete the exercise as homework. Remind them to include some of the food they have learned about and to use appropriate grammar.
3 When they have finished writing, encourage students to check their work carefully.
4 Ask volunteers to read out what they have written in the next class.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write a description of a food picture

To write about what food you have in your kitchen (Workbook)

Listening: To identify what food people have/haven't got from a conversation

Speaking: To use *some* and *any* to play a guessing game

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 2 SB pages 56 - 57 WB page 110

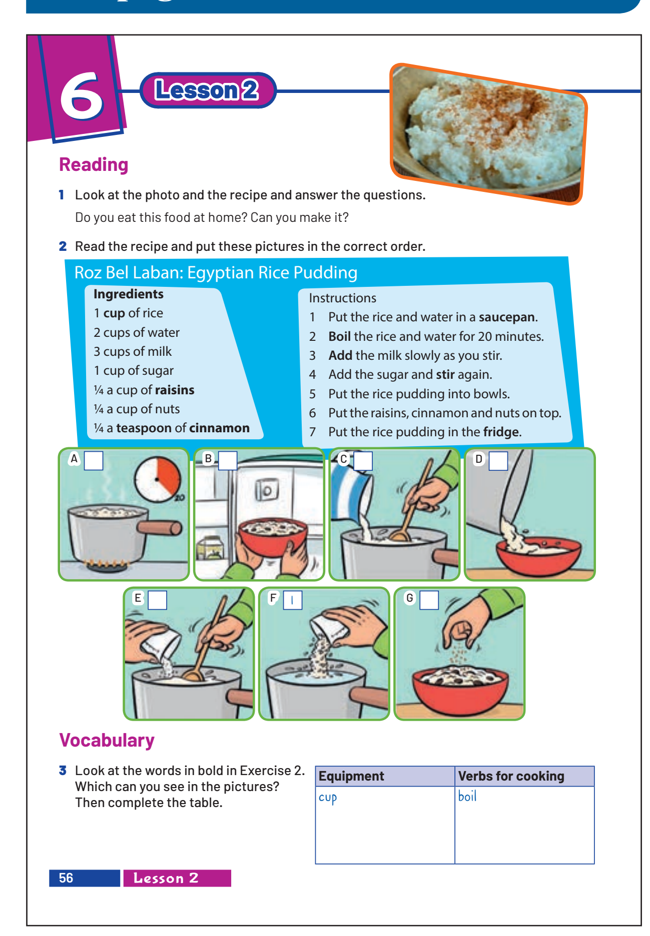
Outcomes:

- To use context to confirm or self-correct word recognition, rereading as necessary
- Skim grade appropriate text to get the general idea
- To identify key details in short, familiar texts
- To interpret non-verbal reading texts (a recipe)
- Express facts and points of view

Vocabulary: add, boil, cinnamon, cup, fridge, raisins, saucepan, stir, teaspoon

Language: a lot of, enough, too much, too many

SB page 56



6 Lesson 2

Reading

1 Look at the photo and the recipe and answer the questions.
Do you eat this food at home? Can you make it?

2 Read the recipe and put these pictures in the correct order.

Roz Bel Laban: Egyptian Rice Pudding

Ingredients
1 **cup** of rice
2 cups of water
3 cups of milk
1 cup of sugar
¼ a cup of **raisins**
¼ a cup of nuts
¼ a **teaspoon** of **cinnamon**

Instructions
1 Put the rice and water in a **saucepan**.
2 **Boil** the rice and water for 20 minutes.
3 **Add** the milk slowly as you stir.
4 Add the sugar and **stir** again.
5 Put the rice pudding into bowls.
6 Put the raisins, cinnamon and nuts on top.
7 Put the rice pudding in the **fridge**.

A B C D E F 1 G

Vocabulary

3 Look at the words in bold in Exercise 2. Which can you see in the pictures? Then complete the table.

Equipment	Verbs for cooking
cup	boil

56 Lesson 2

Reading

1 Look at the photo and the recipe and answer the questions.

1 Ask students to look at the photo and ask what it is and what it's made from.

2 Students answer the questions in pairs, then feed back as a whole class.

Answers:

It is Egyptian rice pudding. Students' own answers

2 Read the recipe and put these pictures in the correct order.

1 Ask students what they can see in each picture.

2 Students then complete the exercise in pairs. Then check answers as a class.

Answers:

1 F 2 A 3 C 4 E 5 D 6 G 7 B

Vocabulary

3 Look at the words in bold in Exercise 2. Which can you see in the pictures? Then complete the table.

1 Before students do the exercise, draw their attention to the words in bold in the text (*cup, raisins, teaspoon, cinnamon, saucepan, boil, add, stir, fridge*). Put students into pairs and ask them to decide the meaning together. If students are not sure, they can look them up in the glossary at the back of the Student's Book.

2 Students then decide in pairs which of the things they can see in the pictures.

3 They then complete the table. As they are working, draw the table on the board. Check answers by inviting different students to come to the board and write one of the words in the correct column.

Answers:

Words in the pictures:

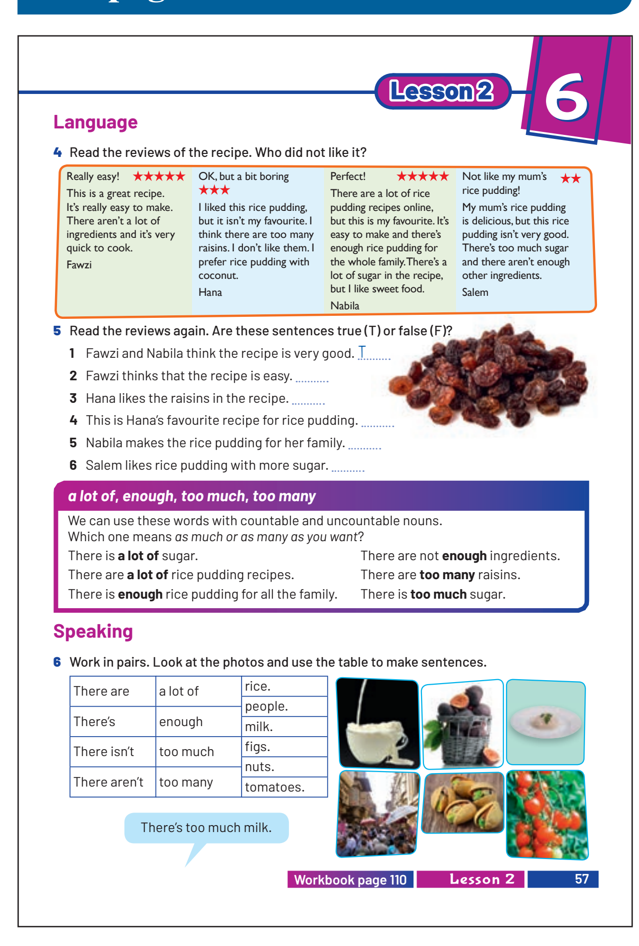
cup (pictures E and F)
saucepan (pictures A, C, D, E, F).

boil (picture A), fridge (picture B)

Equipment: cup, teaspoon, saucepan, fridge

Verbs for cooking: put, boil, add, stir

SB page 57


Lesson 2 6

Language

4 Read the reviews of the recipe. Who did not like it?

Really easy! ★★★★★
This is a great recipe. It's really easy to make. There aren't a lot of ingredients and it's very quick to cook.
Fawzi

OK, but a bit boring ★★★
I liked this rice pudding, but it isn't my favourite. I think there are too many raisins. I don't like them. I prefer rice pudding with coconut.
Hana

Perfect! ★★★★★
There are a lot of rice pudding recipes online, but this is my favourite. It's easy to make and there's enough rice pudding for the whole family. There's a lot of sugar in the recipe, but I like sweet food.
Nabila

Not like my mum's rice pudding! ★★
My mum's rice pudding is delicious, but this rice pudding isn't very good. There's too much sugar and there aren't enough other ingredients.
Salem

5 Read the reviews again. Are these sentences true (T) or false (F)?

1 Fawzi and Nabila think the recipe is very good. T
2 Fawzi thinks that the recipe is easy. ....
3 Hana likes the raisins in the recipe. ....
4 This is Hana's favourite recipe for rice pudding. ....
5 Nabila makes the rice pudding for her family. ....
6 Salem likes rice pudding with more sugar. ....

a lot of, enough, too much, too many

We can use these words with countable and uncountable nouns.
Which one means *as much or as many as you want*?

There is **a lot of** sugar.
There are **a lot of** rice pudding recipes.
There is **enough** rice pudding for all the family.
There are not **enough** ingredients.
There are **too many** raisins.
There is **too much** sugar.

Speaking

6 Work in pairs. Look at the photos and use the table to make sentences.

There are	a lot of	rice.
		people.
There's	enough	milk.
There isn't	too much	figs.
		nuts.
There aren't	too many	tomatoes.

Workbook page 110 Lesson 2 57

3 Students continue to decide whether each statement is true or false. Encourage them to underline the relevant part of the text and correct any false statements.
4 Ask different students to read out the statements in turn, say whether it is true or false, and correct the false information.
5 Review the rules for countable and uncountable nouns from Lesson 1. Then ask students to look at the language box (*a lot of, enough, too much, too many*). Students read the rules and think about the meaning of the words in bold.
6 Draw their attention to the question at the top of the box and elicit which word means as much or as many as you want (*enough*).
7 Ask students to find and underline any examples of *a lot of, enough, too much* and *too many* in the reviews.

Answers:

2 T 3 F 4 F 5 T 6 F

4 Read the reviews of the recipe. Who did not like it?

1 Ask the students to look at the star ratings in each review and say who they think didn't like the rice pudding recipe (the lower the number of stars, the less the reviewer liked it).
2 Then ask them to read the reviews quickly to check.
3 Check the answers as a class. Ask whether they like the sound of the recipe or not and why.

Answers:

Salem (did not like it.)

5 Read the reviews again. Are these sentences true (T) or false (F)?

1 Draw students' attention to the photo of the raisins and elicit the word.
2 Then ask them to read the example statement and find the corresponding information in the text (Fawzi says *This is a great recipe* and Nabila says *this is my favourite*).

Speaking

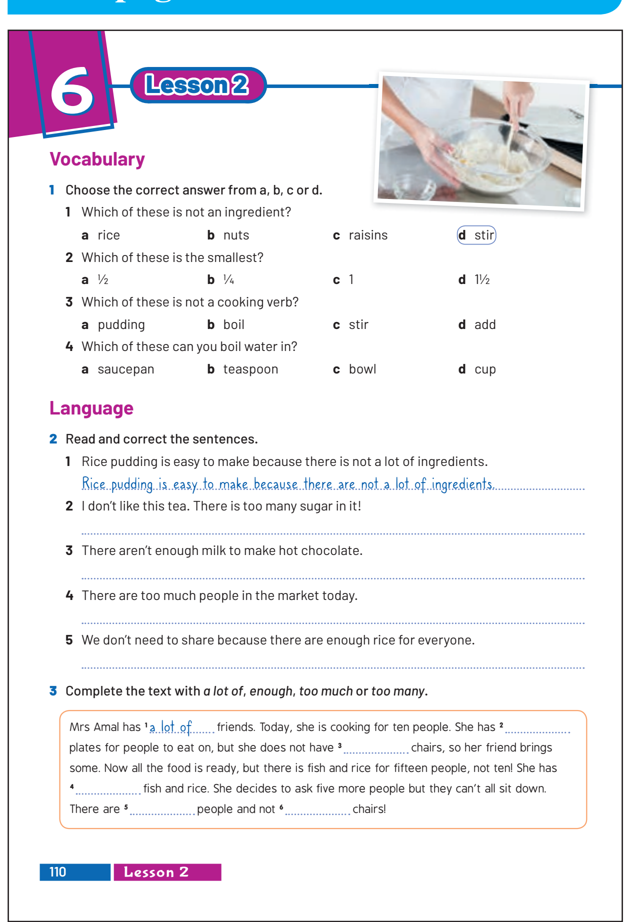
6 Work in pairs. Look at the photos and use the table to make sentences.

1 Ask students to look at the photos and say what they can see in each one (top row, left to right: *milk, figs, rice;* bottom row left to right: *people, nuts, tomatoes*).
2 Ask them to look at the nouns in the final column and say whether they are countable or uncountable (countable: *figs, nuts, tomatoes;* uncountable: *milk, rice, people*).
3 Read out the example in the speech bubble. Students then make sentences about the photos. Then ask individuals to make sentences about the photos. (Note: there is an element of opinion about the photos, but accept all answers which use the correct grammar).

Answers:

There's too much milk.
There are a lot of figs.
There isn't enough rice.
There are too many people.
There aren't enough nuts.
There are a lot of tomatoes.

WB page 110



6 Lesson 2

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Which of these is not an ingredient?
a rice **b** nuts **c** raisins **d** stir

2 Which of these is the smallest?
a ½ **b** ¼ **c** 1 **d** 1½

3 Which of these is not a cooking verb?
a pudding **b** boil **c** stir **d** add

4 Which of these can you boil water in?
a saucepan **b** teaspoon **c** bowl **d** cup

Language

2 Read and correct the sentences.

1 Rice pudding is easy to make because there is not a lot of ingredients.
Rice pudding is easy to make because there are not a lot of ingredients.

2 I don't like this tea. There is too many sugar in it!
....

3 There aren't enough milk to make hot chocolate.
....

4 There are too much people in the market today.
....

5 We don't need to share because there are enough rice for everyone.
....

3 Complete the text with *a lot of*, *enough*, *too much* or *too many*.

Mrs Amal has [1] a lot of friends. Today, she is cooking for ten people. She has [2] .... plates for people to eat on, but she does not have [3] .... chairs, so her friend brings some. Now all the food is ready, but there is fish and rice for fifteen people, not ten! She has [4] .... fish and rice. She decides to ask five more people but they can't all sit down. There are [5] .... people and not [6] .... chairs!

110 Lesson 2

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Before students open their books, elicit the new vocabulary from Lesson 2 *(cup, raisins, teaspoon, cinnamon, saucepan, boil, add, stir, fridge)*.

2 Ask students to open their books. Read the instruction with the class and draw their attention to the example. Students then complete the exercise.

3 Allow students to check their answers with a partner before checking as a class.

Answers:

2 b 3 a 4 a

Language

2 Read and correct the sentences.

1 Elicit the rules for *a lot of, enough, too much* and *too many* with countable and uncountable nouns.

2 Ask students to read the example and explain that there is a similar mistake in each sentence.

3 Allow students time to complete the exercise individually. Monitor as they are working and help if necessary.

4 Students check their answers with a partner.

5 Confirm answers by asking different students to read out the correct sentences.

Answers:

2 I don't like this tea. There is too **much** sugar in it!

3 There **isn't** enough milk to make hot chocolate.

4 There are too **many** people in the market today.

5 We don't need to share because there **is** enough rice for everyone.

3 Complete the text with *a lot of, enough, too much* or *too many.*

1 Ask the students to read the example. They then complete the exercise individually before checking their answers in pairs.

2 Confirm the answers as a class.

Answers:

2 enough 3 enough 4 too much
5 too many 6 enough

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand and order a recipe; to interpret reviews of a dish

Speaking: To talk about quantities of food

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 3 SB pages 58 - 59 WB page 111

Outcomes:

- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To skim grade-appropriate text to get the general idea
- To read and respond to short, explanatory texts
- To express facts and points of view
- To explain orally verbal and non-verbal age-appropriate texts e.g. charts

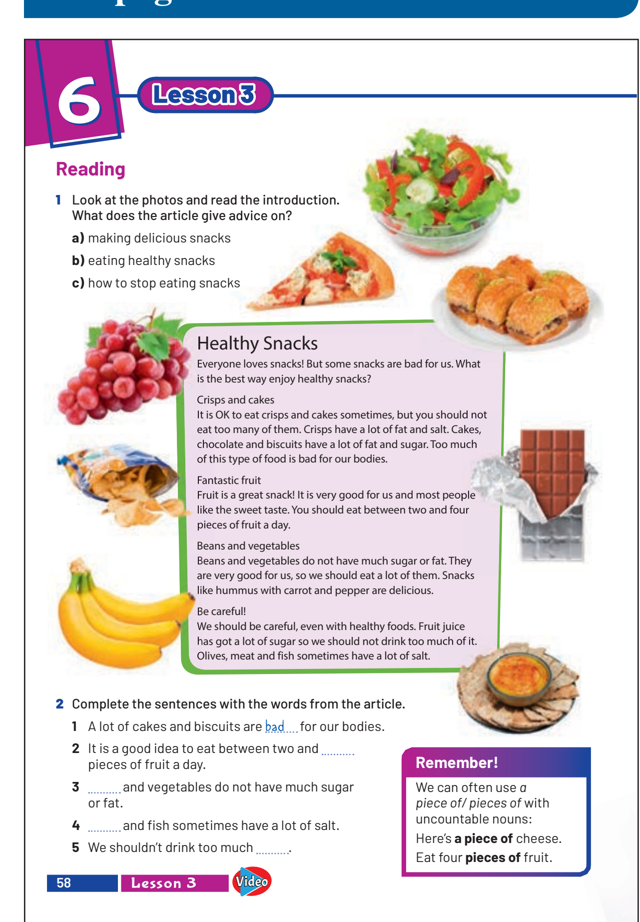
Video: Food in ancient Egypt

Vocabulary: a piece of, cake, chocolate, fruit juice, fat

Language: *should* and *shouldn't* for advice

Life skills: Problem-solving; identify a problem and suggest solutions

SB page 58



6 Lesson 3

Reading

1 Look at the photos and read the introduction. What does the article give advice on?

a) making delicious snacks
b) eating healthy snacks
c) how to stop eating snacks

Healthy Snacks

Everyone loves snacks! But some snacks are bad for us. What is the best way enjoy healthy snacks?

Crisps and cakes
It is OK to eat crisps and cakes sometimes, but you should not eat too many of them. Crisps have a lot of fat and salt. Cakes, chocolate and biscuits have a lot of fat and sugar. Too much of this type of food is bad for our bodies.

Fantastic fruit
Fruit is a great snack! It is very good for us and most people like the sweet taste. You should eat between two and four pieces of fruit a day.

Beans and vegetables
Beans and vegetables do not have much sugar or fat. They are very good for us, so we should eat a lot of them. Snacks like hummus with carrot and pepper are delicious.

Be careful!
We should be careful, even with healthy foods. Fruit juice has got a lot of sugar so we should not drink too much of it. Olives, meat and fish sometimes have a lot of salt.

2 Complete the sentences with the words from the article.

1 A lot of cakes and biscuits are bad.... for our bodies.
2 It is a good idea to eat between two and .... pieces of fruit a day.
3 .... and vegetables do not have much sugar or fat.
4 .... and fish sometimes have a lot of salt.
5 We shouldn't drink too much ....

Remember!
We can often use *a piece of/ pieces of* with uncountable nouns:
Here's **a piece of** cheese.
Eat four **pieces of** fruit.

58 Lesson 3 Video

Reading

1 Look at the photos and read the introduction. What does the article give advice on?

1 Draw students' attention to the photos and elicit the vocabulary (clockwise from top: *salad, cakes, chocolate, hummus and pitta, bananas, crisps, grapes, pizza*). Ask individual students which ones they like eating.

2 Students then read the instructions and discuss the question in pairs. Check the answer with the class.

Answers:

b

2 Complete the sentences with the words from the article.

1 Ask students to read the example and then read the text again carefully to complete the exercise.

2 Check answers as a class. Then ask confident or stronger students to summarise each paragraph of the text.

Answers:

2 four	3 Beans
4 Olives, meat	5 fruit juice

Remember!

1 Draw students' attention to the *Remember!* box and ask them to read the examples.

2 Then ask them to say whether or not the following foods from the text can be used with *a piece of:* crisps (no), cake (yes), chocolate (yes), biscuits (no), beans (no), vegetables (no), hummus (no), carrot (yes), pepper (yes), fruit juice (no), olives (no), meat (yes), fish (yes).

Video

1 Tell the students that they are going to watch a video about Egyptian food. Ask students to watch and write down all the foods they hear (falafel, chicken salad, meat, rice, bread, fruit, vegetables, wheat, figs, dates, honey, bagels, baguettes).

2 Elicit the foods and write them on the board. Check meaning and pronunciation and ask students to say whether the words are countable or uncountable (vegetables, figs, dates, bagels

and baguettes are countable: the other words are uncountable).

3 Play the video again to confirm.

4 Ask students to ask and answer the questions at the start of the video with a partner.

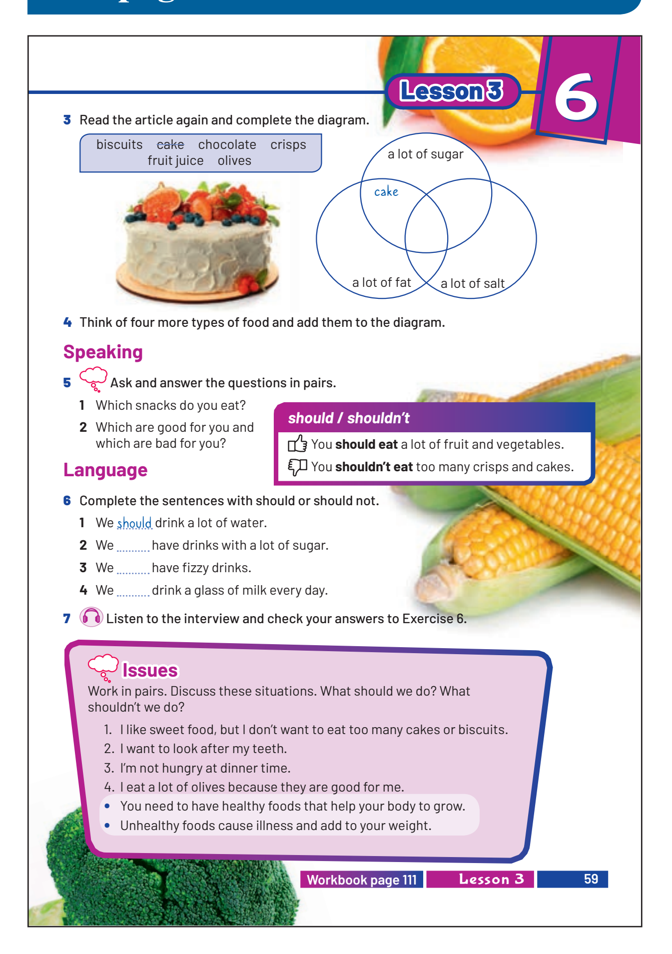
5 As a follow-up, students could make a poster about Egyptian food. Students can do this in class in small groups or individually for homework. If you have the facility, students can put their posters up around the room for other students to read and leave comments on. Have a class vote on the best poster.



Videoscript

Narrator: *What did you eat for lunch today? Did you eat some falafel or a chicken salad?*
Or perhaps you enjoyed some delicious meat and rice.
And what did you drink? Maybe you had some water, a cup of tea or some nice orange juice.
The food that we eat today is similar to the food that the ancient Egyptians ate a long time ago.
The ancient Egyptians ate a lot of bread.
In fact, people believe that the ancient Egyptians made the first bread in the world.
The ancient Egyptians used the land near the river Nile to grow a lot of different fruit and vegetables.
They also grew enough wheat to make bread.
Bread was a very important food in ancient Egypt. Scientists found some bread in the tomb of Mentuhotep the Second in Luxor. It was 4,000 years old!
Pharaohs and other important people ate bread with a lot of fruit, such as figs and dates. They also had it with honey.
Bread is still important today. From this bread in Egypt today… to bagels in the USA … and baguettes in France, people all around the world love it at all times of the day.

SB page 59



Lesson 3 6

3 Read the article again and complete the diagram.

biscuits cake chocolate crisps fruit juice olives

4 Think of four more types of food and add them to the diagram.

Speaking

5 Ask and answer the questions in pairs.

1 Which snacks do you eat?
2 Which are good for you and which are bad for you?

should / shouldn't

You **should eat** a lot of fruit and vegetables.
You **shouldn't eat** too many crisps and cakes.

Language

6 Complete the sentences with should or should not.

1 We should drink a lot of water.
2 We ……… have drinks with a lot of sugar.
3 We ……… have fizzy drinks.
4 We ……… drink a glass of milk every day.

7 Listen to the interview and check your answers to Exercise 6.

Issues

Work in pairs. Discuss these situations. What should we do? What shouldn't we do?

1. I like sweet food, but I don't want to eat too many cakes or biscuits.
2. I want to look after my teeth.
3. I'm not hungry at dinner time.
4. I eat a lot of olives because they are good for me.

- You need to have healthy foods that help your body to grow.
- Unhealthy foods cause illness and add to your weight.

Workbook page 111 Lesson 3 59

3 Read the article again and complete the diagram.

1 Write *salt*, *fat* and *sugar* on the board and elicit items of food that contain them.

2 Ask students to read the instructions and ask a confident student to explain the exercise in their own words to check understanding.

3 Students complete the exercise individually before checking answers with a partner.

4 Point to the words on the board and elicit the answers.

Answers:

Reproduce the Venn diagram with words filled in as follows: 'chocolate', 'biscuits' and 'cake' in intersection between 'a lot of fat' and 'a lot of sugar'. 'crisps' in the intersection between 'a lot of fat' and 'a lot of salt'. 'Olives' in circle for 'a lot of salt' and 'fruit juice' in the section for 'a lot of sugar'.

4 Think of four more types of food and add them to the diagram.

1 Students work in pairs to think of more types of food to add to the diagram. Encourage them to think of food which goes in different parts of the diagram.

2 Check answers as a class.

Answers:

Students' own answers.

Speaking

5 Ask and answer the questions in pairs.

1 Ask students to look at the box on *should / shouldn't* and read the examples.

2 Elicit when each word is used (*should* is used to give advice about good things to do; *shouldn't* is used to give advice about what not to do).

3 Demonstrate the activity with a strong student. Students then do the activity in pairs.

4 Ask pairs of students to ask and answer the questions and check correct usage of *should/ shouldn't*.

Answers:

Students' own answers.

Language

6 Complete the sentences with *should* or *should not.*

1 Ask students to look at the example and then complete the exercise individually.

2 Students check their answers with a partner. Then elicit the answers but do not confirm them at this point.

3 Ask students whether they follow the advice and why/why not.

7 Listen to the interview and check your answers to Exercise 6.

1 Tell the students that they are going to listen to part of an interview with a doctor who is talking about staying healthy. Ask them to listen and check their answers.

2 Play the recording. Students then check their answers in pairs. Then check answers as a class.

3 Ask students why they think fizzy drinks are bad for our teeth but milk is good for them (fizzy drinks are bad because they contain acid which damages teeth. Milk is good because it contains calcium, which keeps our teeth and bones strong).

Audioscript

Presenter: *It's important to eat the right things, but we shouldn't forget about what we drink. Dr Randa Zaki is here to tell us more. Dr Randa, what should we drink?*

Dr Randa: *Well, we should drink a lot of water. Water is great because it hasn't got any fat or sugar.*

Presenter: *OK, so we should drink more water. And which drinks are bad for us?*

Dr Randa: *Some drinks have a lot of sugar. We shouldn't drink these because they are bad for our bodies and they are bad for our teeth.*

Presenter: *So we shouldn't have drinks with a lot of sugar … Some fizzy drinks don't have any sugar. Are they OK?*

Dr Randa: *No, fizzy drinks are always bad for our teeth, even when they don't have sugar.*

Presenter: *So we shouldn't have fizzy drinks. Are any drinks good for our teeth?*

Dr Randa: *Yes, milk is good for our teeth. We should try to drink a glass of milk every day.*

Answers:

2 should not 3 should not 4 should

Issues

1 Ask students to look at the situations and tell them that they have to think of possible solutions to each one.

2 Students then work in pairs or small groups to discuss their ideas.

3 Have a short class discussion about their ideas.

Suggested answers:

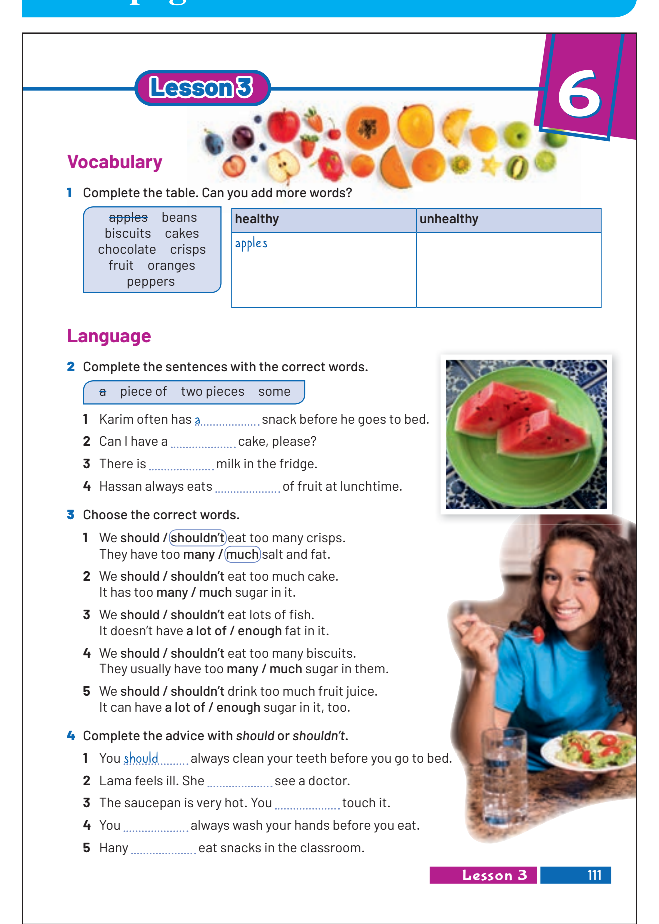
You should eat more fruit.

You shouldn't have drinks with a lot of sugar. / You shouldn't have fizzy drinks. / You should drink more milk.

You shouldn't have too many snacks.

You should be careful. Olives have a lot of salt.

WB page 111



Lesson 3

6

Vocabulary

1 Complete the table. Can you add more words?

~~apples~~ beans biscuits cakes chocolate crisps fruit oranges peppers

healthy	unhealthy
apples	

Language

2 Complete the sentences with the correct words.

~~a~~ piece of two pieces some

1 Karim often has a .... snack before he goes to bed.
2 Can I have a .... cake, please?
3 There is .... milk in the fridge.
4 Hassan always eats .... of fruit at lunchtime.

3 Choose the correct words.

1 We should / (shouldn't) eat too many crisps.
They have too **many** / (**much**) salt and fat.
2 We should / shouldn't eat too much cake.
It has too **many** / **much** sugar in it.
3 We should / shouldn't eat lots of fish.
It doesn't have **a lot of** / **enough** fat in it.
4 We should / shouldn't eat too many biscuits.
They usually have too **many** / **much** sugar in them.
5 We should / shouldn't drink too much fruit juice.
It can have **a lot of** / **enough** sugar in it, too.

4 Complete the advice with *should* or *shouldn't*.

1 You should .... always clean your teeth before you go to bed.
2 Lama feels ill. She .... see a doctor.
3 The saucepan is very hot. You .... touch it.
4 You .... always wash your hands before you eat.
5 Hany .... eat snacks in the classroom.

Lesson 3 111

Vocabulary

1 Complete the table. Can you add more words?

1 Students open their books and look at the table and example. Then allow them time to complete the exercise individually before checking their answers in pairs. While they are working, draw the table on the board.

2 Check answers by inviting different students to come to the board and write a word in the correct column. Then brainstorm other foods that could go in the columns (e.g. healthy: vegetables, salad, fish; unhealthy: oil, cheese, ice cream).

Answers:

Healthy: apples, beans, oranges, peppers, fruit
Unhealthy: biscuits, cakes, chocolate, crisps
(+ students' own answers)

Language

2 Complete the sentences with the correct words.

1 Students look at the example and then complete the exercise individually.

2 Students check their answers in pairs. Then go through them as a class, inviting different students to read out the completed sentences.

Answers:

2 piece of 3 some 4 two pieces

3 Choose the correct words.

1 Elicit the usage of *should* / *shouldn't* for advice. Then review when *a lot of, enough, too much* and *too many* are used.

2 Students look at the example. Elicit why the circled answers are correct (It's a bad idea to eat crisps; *salt* and *fat* are uncountable).

3 They then complete the exercise in pairs. Check answers as a class.

Answers:

2 shouldn't, much
3 should, a lot of
4 shouldn't, much
5 shouldn't, a lot of

4 Complete the advice with *should* or *shouldn't*.

1 Ask students to read the example, then to complete the exercise. Point out that they should think carefully about the situation before deciding which verb form to use.

2 Check answers by asking different students to read out the completed sentences.

Answers:

2 should 3 shouldn't 4 should 5 shouldn't

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand a text about healthy snacks

Writing: To complete a table of healthy and unhealthy food

Listening: To understand an interview about healthy drinks

Speaking: To talk about which snacks you eat; to give advice

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

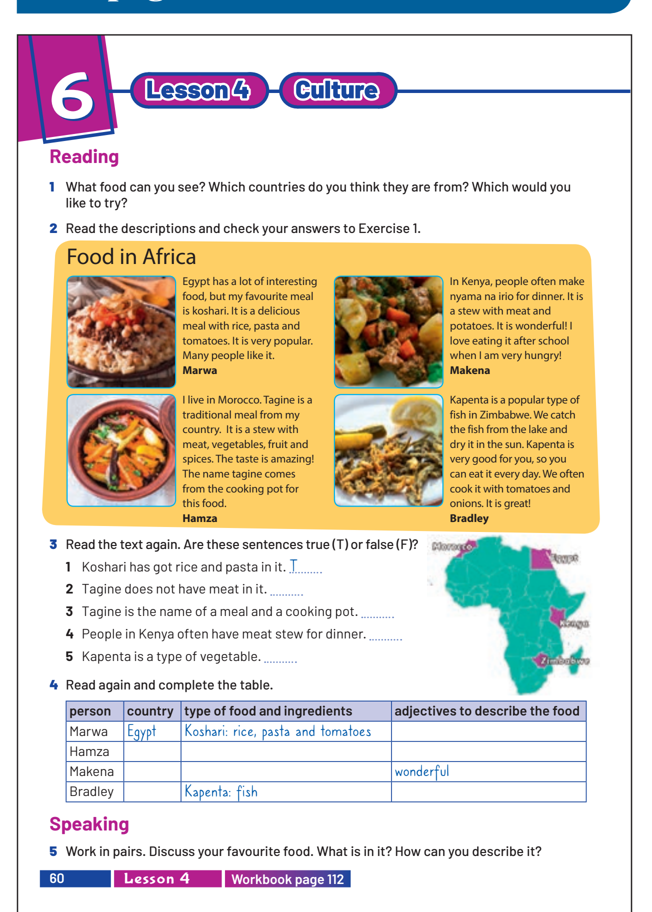
LESSON 4 SB page 60 WB page 112

Outcomes:

- To skim grade-appropriate text to get the general idea
- To use beginner's dictionaries to determine or clarify the meaning of words and phrases
- To identify key details in short, familiar texts
- To read a range of high-frequency words and CVC words, and read short, simple sentences.
- To write a short, informative text.
- To write about likes and dislikes on different topics (Workbook)
- To explain orally verbal and non-verbal age-appropriate texts e.g. maps (Workbook)

Vocabulary: amazing, delicious, great, healthy, Kenya, Morocco, wonderful, Zimbabwe

SB page 60



6 Lesson 4 Culture

Reading

1 What food can you see? Which countries do you think they are from? Which would you like to try?

2 Read the descriptions and check your answers to Exercise 1.

Food in Africa

Egypt has a lot of interesting food, but my favourite meal is koshari. It is a delicious meal with rice, pasta and tomatoes. It is very popular. Many people like it.
Marwa

In Kenya, people often make nyama na irio for dinner. It is a stew with meat and potatoes. It is wonderful! I love eating it after school when I am very hungry!
Makena

I live in Morocco. Tagine is a traditional meal from my country. It is a stew with meat, vegetables, fruit and spices. The taste is amazing! The name tagine comes from the cooking pot for this food.
Hamza

Kapenta is a popular type of fish in Zimbabwe. We catch the fish from the lake and dry it in the sun. Kapenta is very good for you, so you can eat it every day. We often cook it with tomatoes and onions. It is great!
Bradley

3 Read the text again. Are these sentences true (T) or false (F)?

1 Koshari has got rice and pasta in it. T.........
2 Tagine does not have meat in it. ....
3 Tagine is the name of a meal and a cooking pot. ....
4 People in Kenya often have meat stew for dinner. ....
5 Kapenta is a type of vegetable. ....

4 Read again and complete the table.

person	country	type of food and ingredients	adjectives to describe the food
Marwa	Egypt	Koshari: rice, pasta and tomatoes	
Hamza			
Makena			wonderful
Bradley		Kapenta: fish	

Speaking

5 Work in pairs. Discuss your favourite food. What is in it? How can you describe it?

60 Lesson 4 Workbook page 112

Reading

1 What food can you see? Which countries do you think they are from? Which would you like to try?

1 Before opening the book, brainstorm the food from Lesson 3.

2 Students open their books and look at the photos in the text. Elicit the food they can see (they may not know the names for the dishes) and invite students to make suggestions about which countries they are from. Do not confirm answers at this point.

3 Then ask which foods they think look good and would like to try.

Answers:

Students' own answers

2 Read the descriptions and check your answers to Exercise 1.

1 Ask the students to read the text and find the answers to Exercise 1.

2 Check answers as a class.
3 Then ask students to identify all the different food in the text (rice, pasta, tomatoes, meat, vegetables, fruits, spices, potatoes, fish, onions).
4 Point out the different countries on the map. Then ask whether students have tried any of these dishes and whether they liked them. Ask whether they have tried any dishes from other African countries.

Answers:

koshari: Egypt
tagine: Morocco
nyama na irio: Kenya
kapenta: Zimbabwe

3 Read the text again. Are these sentences true (T) or false (F)?

1 Ask students to look at the example and find the corresponding text which provides the answer *(It is a delicious meal with rice, pasta and tomatoes)*.
2 Students complete the exercise individually before checking their answers with a partner. Then check answers as a class. Ask students to correct the false statements.
3 Check whether there is any other vocabulary in the text which is unfamiliar (e.g. *stew, cooking pot)*. Encourage them to check these words in a dictionary if they cannot work out the meaning.

Answers:

2 F (Tagine does have meat in it.)
3 T
4 T
5F (It is a type of fish.)

4 Read again and complete the table.

1 Ask students to read the instructions and look at the table. Elicit what they have to do.
2 Students then complete the exercise in pairs.
3 Check answers as a class.

Answers:

Marwa: Egypt; koshari: rice, pasta and tomatoes; delicious, healthy
Hamza: Morocco; tagine: meat, vegetables, fruits and spices; amazing

Makena: Kenya; nyama na irio: meat with mashed potatoes; wonderful
Bradley: Zimbabwe; Kapenta: fish; great

Speaking

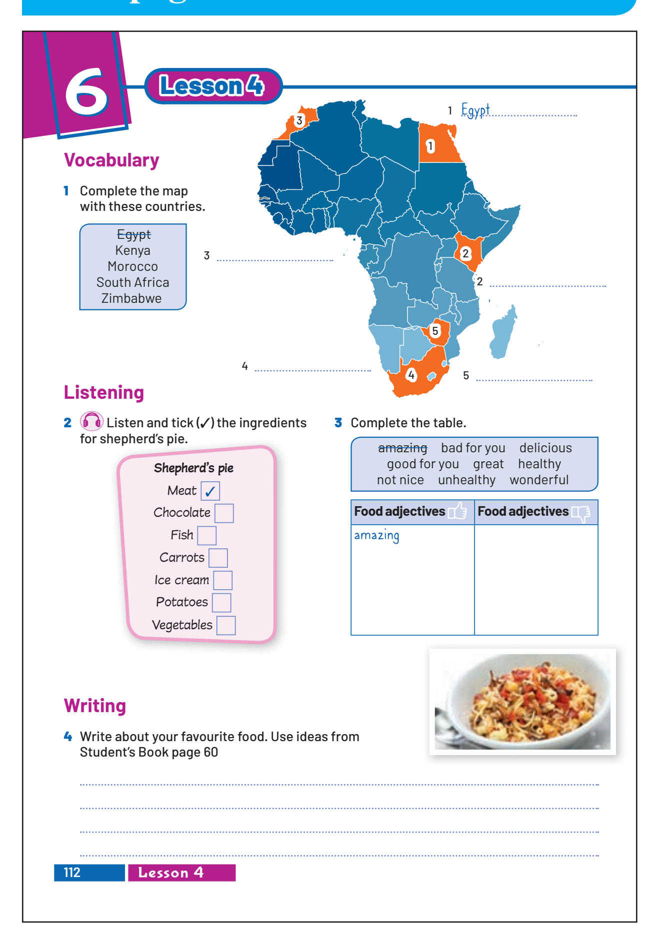
5 Work in pairs. Discuss your favourite food. What is in it? How can you describe it?

1 Ask students to think of a dish they really like and to tell their partner what is in it. Encourage them to use an adjective to describe it. Monitor as they are working and help if necessary.
2 Students then tell the class about their partner's dish.

Answers:

Students' own answers

WB page 112



6 Lesson 4

Vocabulary

1 Complete the map with these countries.

~~Egypt~~ Kenya Morocco South Africa Zimbabwe

1 Egypt
2 ....
3 ....
4 ....
5 ....

Listening

2 Listen and tick (✓) the ingredients for shepherd's pie.

Shepherd's pie

- Meat ✓
- Chocolate
- Fish
- Carrots
- Ice cream
- Potatoes
- Vegetables

3 Complete the table.

~~amazing~~ bad for you delicious good for you great healthy not nice unhealthy wonderful

Food adjectives 👍	Food adjectives 👎
amazing	

Writing

4 Write about your favourite food. Use ideas from Student's Book page 60

....

112 Lesson 4

Vocabulary

1 Complete the map with these countries.

1 Elicit the countries from Lesson 4 before opening the book.

2 Students then open their books and complete the exercise.

3 Check answers as a class. Then ask students which other African countries they can indentify and name on the map.

Answers:

2 Kenya 3 Morocco 4 South Africa 5 Zimbabwe

Listening

2 Listen and tick (✓) the ingredients for shepherd's pie.

1 Tell students they are going to hear a boy talking about a traditional English dish.

2 Point out the list of ingredients and explain that they should tick the ingredients for Shepherd's pie that they hear. Play the recording.

3 Students listen and complete the exercise. Then check answers as a class and ask whether students like the sound of the dish and why/why not.

4 Ask *What does the boy say about ice cream?* (He likes to have chocolate ice cream after his shepherd's pie).

 **Audioscript**

Boy 1: *In England, people often have a traditional meal called shepherd's pie. You make it with meat, carrots and other vegetables with potatoes on top. It is wonderful. My favourite meal is shepherd's pie, and then chocolate ice cream!*

Answers:

meat √ carrots √ potatoes √ vegetables √

3 Complete the table.

1 Students look at the table. Explain, if necessary, that thumbs up means positive and thumbs down means negative.

2 Students complete the table individually, then check answers with a partner.

3 Check answers as a class.

4 Ask different students to describe meals they like and don't like, using the adjectives. Provide an example of your own, e.g. *I think koshari is great because I love rice and pasta. Hummus is not nice – I don't like chick peas!*

Answers:

Food adjectives (positive): delicious, good for you, great, healthy, wonderful

Food adjectives (negative): bad for you, not nice, unhealthy

Writing

4 Write about your favorite food. Use ideas from Student's Book page 60.

1 Brainstorm traditional meals from Egypt. Write the list on the board. Remind students to think again of the ideas they discussed in pairs in their Student's Book page 60.

2 Students choose one dish to write about. Guide

them to use the answers to the questions they discussed earlier in Student's Book page 60 while they write: for example, *What is their favourite food? What is in it? How can they describe it?* Draw their attention to the prompts and explain that they should first make notes for each one.

3 Students then use their notes to write about their meal. Remind them to use adjectives from Exercise 3. Monitor as they are working, helping if necessary.

4 Students check each other's work and make suggestions for improvements, keeping in mind the rules for writing discussed in previous units.

5 Ask individual students to read out their descriptions.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand a text about food in Africa

Writing:

- To write a description of a traditional Egyptian meal (Workbook)
- To identify countries on a map (Workbook)

Listening: To listen to a description of a traditional English dish (Workbook)

Speaking: To describe your favourite food

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

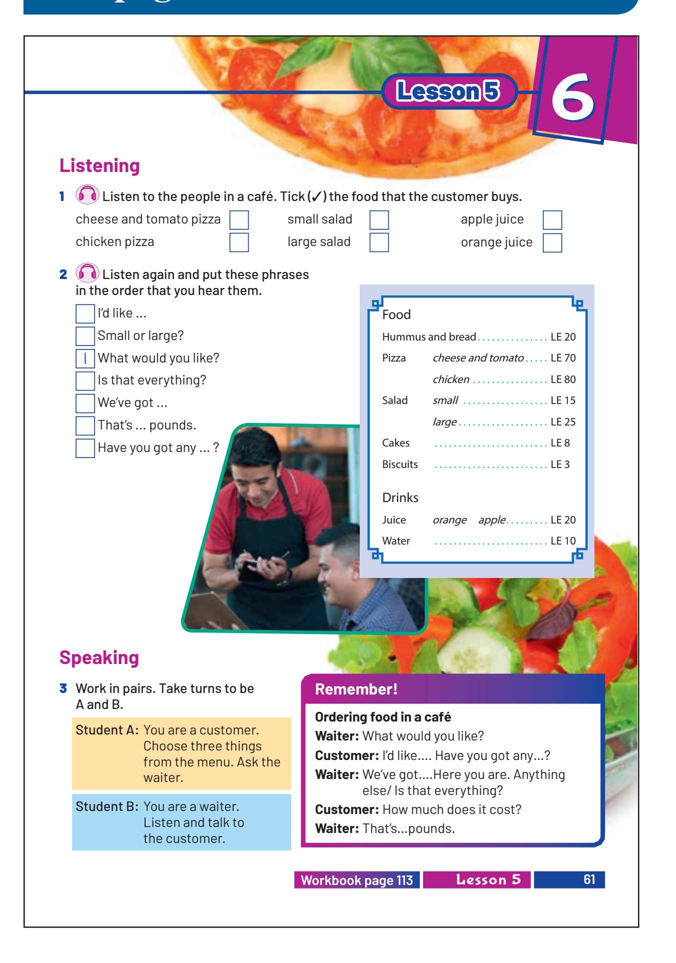
LESSON 5 SB page 61 WB page 113

Outcomes:

- To identify gist in short listening texts (both informative and literary texts)
- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To interpret non-verbal reading texts (menus)
- To pronounce familiar words with some accuracy
- To ask and answer questions in order to seek help, get information or clarify something that is not understood
- To express points of view and aspirations
- To explain orally verbal and non-verbal age-appropriate texts e.g. menus
- To identify different stress positions in words

Vocabulary: chicken, customer, waiter

SB page 61


6

Lesson 5

Listening

1 Listen to the people in a café. Tick (✓) the food that the customer buys.

cheese and tomato pizza ☐ small salad ☐ apple juice ☐
chicken pizza ☐ large salad ☐ orange juice ☐

2 Listen again and put these phrases in the order that you hear them.

☐ I'd like ...
☐ Small or large?
☐ What would you like?
☐ Is that everything?
☐ We've got ...
☐ That's ... pounds.
☐ Have you got any ... ?

Food
Hummus and bread .... LE 20
Pizza cheese and tomato .... LE 70
chicken .... LE 80
Salad small .... LE 15
large .... LE 25
Cakes .... LE 8
Biscuits .... LE 3
Drinks
Juice orange apple .... LE 20
Water .... LE 10

Speaking

3 Work in pairs. Take turns to be A and B.

Student A: You are a customer. Choose three things from the menu. Ask the waiter.

Student B: You are a waiter. Listen and talk to the customer.

Remember!
Ordering food in a café
Waiter: What would you like?
Customer: I'd like.... Have you got any...?
Waiter: We've got....Here you are. Anything else/ Is that everything?
Customer: How much does it cost?
Waiter: That's...pounds.

Workbook page 113 Lesson 5 61

Listening

1 Listen to the people in a café. Tick (✓) the food that the customer buys.

1 Elicit the food and drink that the students have learned in the unit so far.

2 Ask students to look at the instructions and predict what the customer will buy. Then play the recording for them to listen and check. Ask whether any students guessed correctly.

3 Ask different students around the class *What would you choose?*



Audioscript

Assistant:	*Hello. What would you like today?*
Customer:	*I'd like a cheese and tomato pizza, please.*
Assistant:	*OK. Anything else?*
Customer:	*Yes, a salad, please.*
Assistant:	*Small or large?*
Customer:	*Small, please.*
Assistant:	*And would you like any drinks?*
Customer:	*Have you got any fruit juice?*
Assistant:	*Yes, we've got apple juice and orange juice.*
Customer:	*I'd like an orange juice, please.*
Assistant:	*Is that everything?*
Customer:	*Yes, it is.*
Assistant:	*That's 105 pounds, please.*
Customer:	*Thank you, here you are.*

Answers:

cheese and tomato pizza √
small salad √
orange juice √

2 Listen again and put these phrases in the order that you hear them.

1 Ask students to look at the phrases and predict the order in which they will hear them.

2 Play the recording again for them to check their answers.

3 Check answers as a class. Then go through the phrases one by one, modelling pronunciation and asking students to repeat them after you. Make sure they say them with the correct stress.

Answers:

2 I'd like ...
3 Small or large?
1 What would you like?
6 Is that everything?
5 We've got ...
7 That's ... pounds.
4 Have you got any …?

Speaking

3 Work in pairs. Take turns to be A and B.

1 Draw students' attention to the menu and ask them to read it. Check they know all of the words.

2 Then ask them to look at the instructions for the exercise.

3 Ask students to read through the *Remember!* box and check that they understand when to use the phrases. Remind them to use the phrases during the activity.

4 Demonstrate the activity with a confident student.

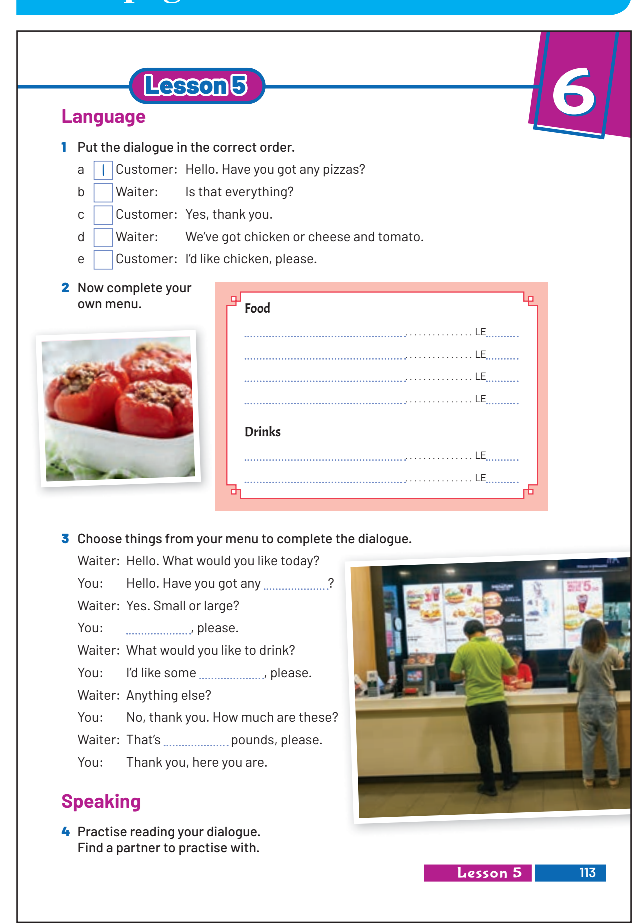
5 Students then work in pairs, taking turns to be the waiter and customer. Monitor as they are working and help if necessary.

6 Then ask pairs of students to role-play a café conversation. Ask the rest of the class to listen out for the phrases in the *Remember!* box and check that they are used correctly.

Answers:

Students' own answers

WB page 113



Lesson 5

6

Language

1 Put the dialogue in the correct order.

a 1 Customer: Hello. Have you got any pizzas?
b ☐ Waiter: Is that everything?
c ☐ Customer: Yes, thank you.
d ☐ Waiter: We've got chicken or cheese and tomato.
e ☐ Customer: I'd like chicken, please.

2 Now complete your own menu.

Food
........................., ... LE..........
........................., ... LE..........
........................., ... LE..........
........................., ... LE..........

Drinks
........................., ... LE..........
........................., ... LE..........

3 Choose things from your menu to complete the dialogue.

Waiter: Hello. What would you like today?
You: Hello. Have you got any ....?
Waiter: Yes. Small or large?
You: ...., please.
Waiter: What would you like to drink?
You: I'd like some ...., please.
Waiter: Anything else?
You: No, thank you. How much are these?
Waiter: That's .... pounds, please.
You: Thank you, here you are.

Speaking

4 Practise reading your dialogue. Find a partner to practise with.

Lesson 5 113

Language

1 Put the dialogue in the correct order.

1 Before opening the book, elicit the phrases for ordering in a café.
2 Students open their books and complete the exercise in pairs.
3 Check the answers as a class and ask different students to read out the lines of the conversation.

Answers:

b 4 c 5 d 2 e 3

2 Now complete your own menu.

1 Explain that students have to write their own menu, and can include any of the foods, drinks or meals they have learned about so far in the unit (or any others that they know). They can make up the prices if they do not know what they should cost.
2 Monitor as they are working and help if necessary. Students compare their menus with a partner.
3 Draw a menu on the board. Then point to it and encourage different students to say what food and drinks they have on their menu.

Answers:

Students' own answers

3 Choose things from your menu to complete the dialogue

1 Students complete the activity individually, then check their answers in pairs.
2 Monitor as they are working and help if necessary.

Answers:

Students' own answers

Speaking

4 Practise reading your dialogue. Find a partner to practise with.

1 Ask students to work in pairs and find a partner they have not worked with yet. You might like to encourage stronger and weaker students to work together.
2 Students practise reading out their dialogues. Monitor and help with pronunciation if necessary.
3 Then invite volunteers to read out their dialogues.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To complete a menu

Listening:

- To listen and identify food and drink
- To listen and order a conversation

Speaking: To order food in a café

- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 6 SB page 62 WB page 114

Outcomes:

- To skim grade-appropriate text to get the general idea
- Read a range of high-frequency words and CVC words, and read short, simple sentences
- To identify key details in short, familiar texts
- To identify a text type from its format and appearance e.g. Headings and sub-headings
- To express facts and points of view
- To write about likes and dislikes on different topics
- To demonstrate command of using topic and supporting sentences in writing short reviews





6 Lesson 6

Reading

1 Read the review. What did Sara like most about her visit?

City Café

Great visit! ★★★★★ Review by: Sara

I visited this café last weekend with my mum, my dad and my brother, Ashraf. We chose this café for lunch because it looked very nice. The walls were green and white and there were big windows. (I love looking out of the window and watching the city.)

Ashraf and I both had rice for lunch. I had fish with rice and he had chicken. My dad had fish with rice, too, and mum had a salad. It's very healthy! We all liked our food.

After lunch, Ashraf and I had cakes. This was the part we enjoyed most! There were a lot of different cakes and they all looked delicious! I chose basbousa and Ashraf had kunafa. They were amazing!!! 🙂

I'd like to visit this café again (very soon)!

2 Read the review again and answer the questions.

1 When did Sara go to the café? She went there last weekend.
2 Who did Sara go with? ....
3 What did the café look like? ....
4 What did Sara have for lunch? ....
5 Why did Sara's mum have a salad? ....
6 What did Sara and Ashraf have after their lunch? ....

Writing

3 Write a review of a café (it does not have to be real). Include the following information in your paragraph:

details
- When you visited
- What you ate
- What you thought about your food
- What you enjoyed most

Writing tip

The first sentence of a paragraph is the topic sentence in a paragraph.
Other sentences are details that should support the topic sentence.
These details can be reasons, descriptions, or examples.

62 Lesson 6 Workbook page 114

Reading

1 Read the review. What did Sara like most about her visit?

1 Ask students to look at the photos and say what they can see (from top: chicken with rice, cakes, fish with olives and salad).
2 Ask students to look at the title and the icons (stars and smiley face). Ask them if they know what sort of text this is (a review).
3 Read the instructions. Ask students to predict what Sara liked most about the café. They then read the text quickly to find out.
4 Check the answer as a class.

Answers:

She enjoyed having a cake after lunch the most.

2 Read the review again and answer the questions.

1 Ask students to read the text again.
2 Ask students to look at the example and read the text quickly to find the part of the text which provides the answer (*I visited this café last weekend*).
3 Students read the text again more carefully and complete the exercise in pairs.
4 Check the answers as a class.
5 Ask *What do you choose to eat when you go to a café?* to various students. Provide an example of your own, e.g. *I usually choose fish with rice and tea*.

Answers:

2 She went with her family (her mum, her dad and her brother, Ashraf).
3 It had green and white walls and big windows.
4 She had fish with rice.
5 Because it's very healthy.
6 They had cakes. Sara had basbousa and Ashraf had kunafa.

Writing

3 Write a review of a café (it does not have to be real).

1 Ask students to read the *Writing tip*.
2 Ask them to read it silently for a minute and discuss it in small groups. Ask students comprehension questions to make sure they understand the relationship between topic sentences and supporting detail: For example, you could ask, *Which one comes first, the topic sentence or supporting details? (Topic sentence.)*

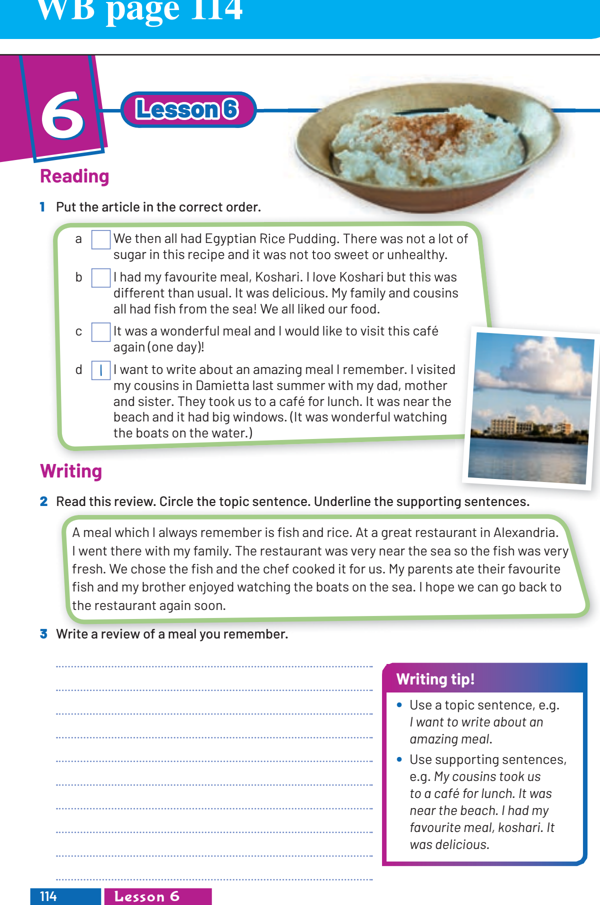
Why? (Because it presents the main idea of the paragraph.). Give examples of supporting details, etc.

3 Tell students that they are going to write a review of a café. Explain that it does not have to be a real café and they can use their imaginations.
4 Students make notes for each of the prompts. Draw students' attention to the Writing tip on the right-hand side of the page.
5 They then write their reviews in their notebooks. Monitor as they are working, and help if necessary. Alternatively, students could write their reviews for homework and you could collect them in to mark.
6 When they have finished writing their reviews, ask students to exchange notebooks with a partner and check for grammar, spelling and punctuation.
7 Invite volunteers to read out their reviews.

Answers:

Students' own answers

WB page 114



6 Lesson 6

Reading

1 Put the article in the correct order.

a ☐ We then all had Egyptian Rice Pudding. There was not a lot of sugar in this recipe and it was not too sweet or unhealthy.
b ☐ I had my favourite meal, Koshari. I love Koshari but this was different than usual. It was delicious. My family and cousins all had fish from the sea! We all liked our food.
c ☐ It was a wonderful meal and I would like to visit this café again (one day)!
d 1 I want to write about an amazing meal I remember. I visited my cousins in Damietta last summer with my dad, mother and sister. They took us to a café for lunch. It was near the beach and it had big windows. (It was wonderful watching the boats on the water.)

Writing

2 Read this review. Circle the topic sentence. Underline the supporting sentences.

A meal which I always remember is fish and rice. At a great restaurant in Alexandria. I went there with my family. The restaurant was very near the sea so the fish was very fresh. We chose the fish and the chef cooked it for us. My parents ate their favourite fish and my brother enjoyed watching the boats on the sea. I hope we can go back to the restaurant again soon.

3 Write a review of a meal you remember.

Writing tip!
- Use a topic sentence, e.g. *I want to write about an amazing meal.*
- Use supporting sentences, e.g. *My cousins took us to a café for lunch. It was near the beach. I had my favourite meal, koshari. It was delicious.*

114 Lesson 6

Reading

1 Put the article in the correct order.

1 Before opening the book, elicit the different dishes that students have learned about in the unit (e.g. koshari, rice pudding).
2 Students open their books and read the text quickly. Ask them what kind of text it is (an account of a meal).
3 They then look at the example and complete the exercise with a partner. Then check the answers as a class.
4 Ask students to identify the brackets and explain why there is or is not punctuation inside the brackets.

Answers:

a 3 b 2 c 4 d 1

Writing

2 Read this review. Circle the topic sentence. Underline the supporting sentences.

1 Ask students to look at the example. Then go through the exercise orally.
2 Students then complete the exercise in pairs (you might like to pair stronger and weaker students for this exercise).
3 As they are working, write the sentences on the board. Then check answers by inviting different students to come to the board and answer.

Answers:

The topic sentence: A meal which I always remember is fish and rice at a great restaurant in Alexandria.

Supporting sentences: All the other sentences in the paragraph.

3 Write a review of a meal you remember.

1 Ask students to think of a meal they remember. It could be a special occasion or a meal they had at home that they really enjoyed.
2 Ask them to look at the prompts and make brief notes to answer each one.
3 They then use their notes to write about their meal. Remind them to use a topic sentence and supporting sentences. Direct their attention to the *Writing tip!* box and elicit what a topic sentence

is and what a supporting sentence is. Monitor as they are working and help if necessary. When they have finished, ask them to exchange their workbooks with a partner and check each other's work. Alternatively, students could write their descriptions for homework. Then collect in the books to mark.

4 Invite volunteers to read out their reviews. Ask the class to vote for the best review.

Answers:

Students' own answers

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading:

- To understand a review of a café
- To reorder a text about a meal (Workbook)

Writing:

- To write a review of a café
- To write about a meal (Workbook)

Speaking: To give your opinion about a café

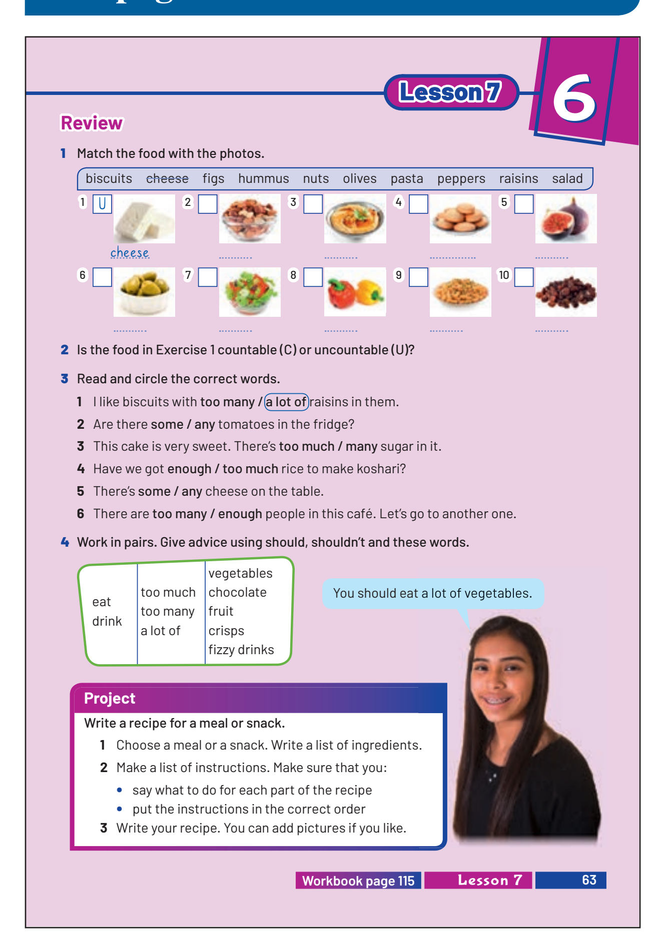
- Give students time to talk to each other, discussing these skills, and ask questions if they want.

LESSON 7 SB page 63 WB page 115

Outcomes:

- To review and use the vocabulary and structures of the unit
- To pronounce familiar words with some accuracy
- To write a recipe (Project)
- To write sentences about how to be healthy (Workbook)

SB page 63



Lesson 7 6

Review

1 Match the food with the photos.

biscuits cheese figs hummus nuts olives pasta peppers raisins salad

1 U cheese 2 3 4 5
6 7 8 9 10

2 Is the food in Exercise 1 countable (C) or uncountable (U)?

3 Read and circle the correct words.

1 I like biscuits with **too many** / **a lot of** raisins in them.
2 Are there **some** / **any** tomatoes in the fridge?
3 This cake is very sweet. There's **too much** / **many** sugar in it.
4 Have we got **enough** / **too much** rice to make koshari?
5 There's **some** / **any** cheese on the table.
6 There are **too many** / **enough** people in this café. Let's go to another one.

4 Work in pairs. Give advice using should, shouldn't and these words.

eat drink	too much too many a lot of	vegetables chocolate fruit crisps fizzy drinks

You should eat a lot of vegetables.

Project

Write a recipe for a meal or snack.

1 Choose a meal or a snack. Write a list of ingredients.
2 Make a list of instructions. Make sure that you:
- say what to do for each part of the recipe
- put the instructions in the correct order
3 Write your recipe. You can add pictures if you like.

Workbook page 115 Lesson 7 63

Before using the book:

- Elicit the language and vocabulary of the unit (types of food; *some* and *any* with countable and uncountable nouns; *a lot of, enough, too much* and *too many; a piece of/pieces of; should/shouldn't;* adjectives; ordering food in a café; using topic and supporting sentences) and ask students to give examples.

Review

1 Match the food with the photos.

1 Ask students to look at the words in the box. Point to each one in turn and elicit the pronunciation.

2 Students then complete the exercise individually before checking their answers with a partner.

3 Check answers as a class.

Answers:

2 nuts 3 hummus 4 biscuits 5 figs 6 olives
7 salad 8 peppers 9 pasta 10 raisins

2 Is the food in Exercise 1 countable (C) or uncountable (U)?

1 Ask students to look at the example in Exercise 1.

2 They then complete the exercise in pairs.

3 Check answers as a class. Then brainstorm other examples of countable and uncountable types of food (e.g. *potatoes* (C), *tomatoes* (C), *chicken* (U)).

Answers:

2 C 3 U 4 C 5 C 6 C 7 U 8 C 9 U 10 C

3 Read and circle the correct words.

1 Ask students to look at the example and explain why the circled answer is correct (*too many* is negative, and the speaker wouldn't say they liked the biscuits if there was too much of something in it).

2 Students complete the exercise individually before checking their answers with a partner.

3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

2 any 3 too much 4 enough 5 some 6 too many

4 Work in pairs. Give advice using *should, shouldn't* and these words.

1 Before students look at the exercise, elicit when *should* and *shouldn't* are used (to give advice).

2 Students look at the instructions. Ask a confident student to read out the example in the speech bubble. Demonstrate the activity with a stronger student.

3 Students work in pairs. Remind them to use *should* or *shouldn't* and the words provided. Monitor as they are working and help if necessary.

4 Check answers by inviting volunteers to give advice.

Answers:

You shouldn't eat too much chocolate.

You should eat a lot of fruit.

You shouldn't eat too many crisps.

You shouldn't drink too many fizzy drinks.

Project

Write a recipe for a meal or snack.

1 Ask students what their favourite meals or snacks are. Then ask pairs to choose one with a simple recipe to write about.

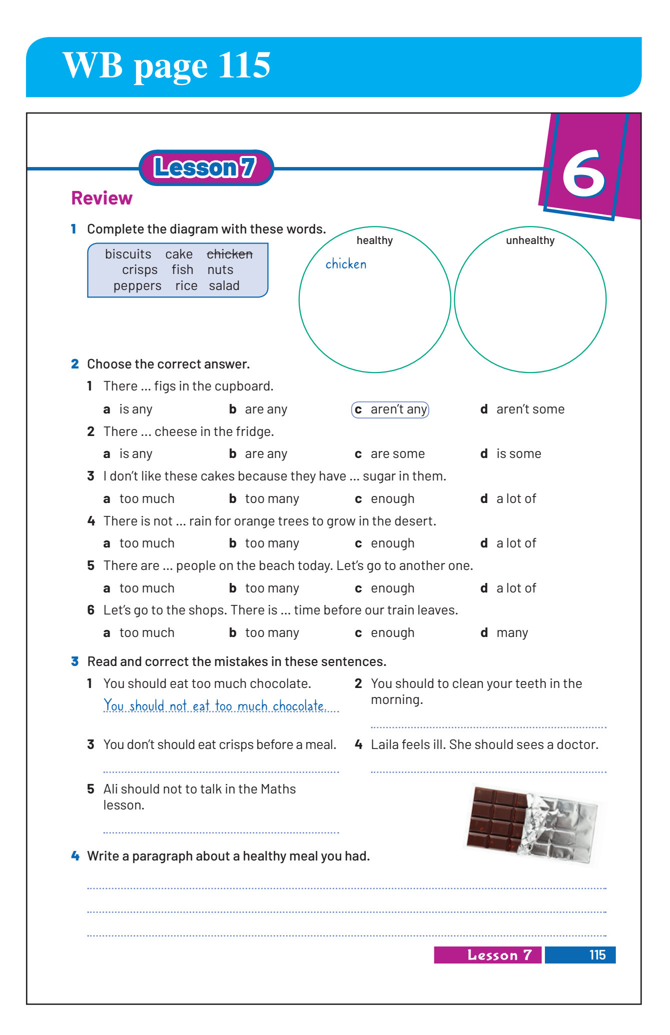
2 Ask different students to talk about their recipe.

3 Then ask students to look at the instructions and make notes.

4 Students then use their notes to write their recipes in their notebooks together. Monitor as they are working and help if necessary.

5 Students then make their recipe and include pictures if they wish. Display the recipes on the wall for the class to read. Hold a class vote on the best one.

WB page 115



Lesson 7 6

Review

1 Complete the diagram with these words.

biscuits cake ~~chicken~~ crisps fish nuts peppers rice salad

healthy: chicken

unhealthy

2 Choose the correct answer.

1 There ... figs in the cupboard.
a is any b are any c aren't any d aren't some

2 There ... cheese in the fridge.
a is any b are any c are some d is some

3 I don't like these cakes because they have ... sugar in them.
a too much b too many c enough d a lot of

4 There is not ... rain for orange trees to grow in the desert.
a too much b too many c enough d a lot of

5 There are ... people on the beach today. Let's go to another one.
a too much b too many c enough d a lot of

6 Let's go to the shops. There is ... time before our train leaves.
a too much b too many c enough d many

3 Read and correct the mistakes in these sentences.

1 You should eat too much chocolate.
You should not eat too much chocolate.

2 You should to clean your teeth in the morning.

3 You don't should eat crisps before a meal.

4 Laila feels ill. She should sees a doctor.

5 Ali should not to talk in the Maths lesson.

4 Write a paragraph about a healthy meal you had.

Lesson 7 115

Review

1 Complete the diagram with these words.

1 Before they look at the exercise, elicit healthy and unhealthy foods.

2 Students then work in pairs to complete the diagram. While they are working, draw the diagram on the board.
3 Check answers by inviting different students to come to the board and write a word in the diagram.

Answers:

Healthy: chicken, fish, nuts, peppers, rice, salad
Unhealthy: biscuits, cake, crisps

2 Choose the correct answer.

1 Ask the students to read the instruction and look at the example. Elicit what they have to do.
2 Students complete the exercise individually. Monitor as they are working and help if necessary.
3 Students check their answers in pairs. Then check the answers as a class. Ask pairs of students to read out the sentences with the correct options.

Answers:

2 d 3 a 4 c 5 b 6 c

3 Read and correct the mistakes in these sentences.

1 Ask students to look at the example. Explain that there is a mistake in each sentence.
2 Students then complete the exercise individually before checking their answers with a partner.
3 Check the answers as a class by inviting different students to read out the corrected sentences.

Answers:

2 You **should clean** your teeth in the morning.
3 You **shouldn't** eat crisps before a meal.
4 Laila feels ill. She should **see** a doctor.
5 Ali should **not talk** in the Maths lesson.

4 Write a paragraph about a healthy meal you had.

1 Brainstorm ideas as a class (e.g. *You should drink a lot of water. You should eat four pieces of fruit every day*).
2 Students then write their sentences. Monitor as they are working and help if necessary.
3 Students check each other's work. Then invite volunteers to read out their sentences.
4 Ask the rest of the class to check that should/shouldn't is used correctly. Alternatively, students could do the exercise for homework.
5 Then collect in their notebooks to mark.

Answers:

Students' own answers



SB pages 64-65 WB pages 116 and 117

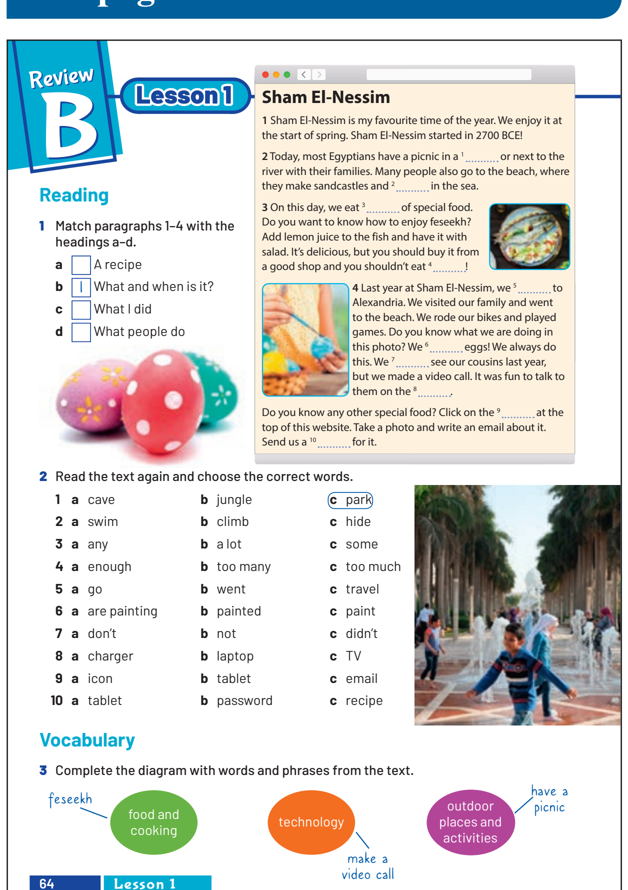
LESSON 1 SB page 64

Outcomes:

- To read a range of high-frequency words and CVC words, and read short, simple sentences
- To skim grade-appropriate text to get the general idea
- To interpret non-verbal reading texts (charts and tables)
- To identify key details in short familiar texts

Language: Revision of language from Units 4–6

SB page 64



Review B Lesson 1

Reading

1 Match paragraphs 1–4 with the headings a–d.

a ☐ A recipe
b ☐ 1 What and when is it?
c ☐ What I did
d ☐ What people do

Sham El-Nessim

1 Sham El-Nessim is my favourite time of the year. We enjoy it at the start of spring. Sham El-Nessim started in 2700 BCE!

2 Today, most Egyptians have a picnic in a [1] .... or next to the river with their families. Many people also go to the beach, where they make sandcastles and [2] .... in the sea.

3 On this day, we eat [3] .... of special food. Do you want to know how to enjoy feseekh? Add lemon juice to the fish and have it with salad. It's delicious, but you should buy it from a good shop and you shouldn't eat [4] ....!

4 Last year at Sham El-Nessim, we [5] .... to Alexandria. We visited our family and went to the beach. We rode our bikes and played games. Do you know what we are doing in this photo? We [6] .... eggs! We always do this. We [7] .... see our cousins last year, but we made a video call. It was fun to talk to them on the [8] ....

Do you know any other special food? Click on the [9] .... at the top of this website. Take a photo and write an email about it. Send us a [10] .... for it.

2 Read the text again and choose the correct words.

1	a cave	b jungle	c park
2	a swim	b climb	c hide
3	a any	b a lot	c some
4	a enough	b too many	c too much
5	a go	b went	c travel
6	a are painting	b painted	c paint
7	a don't	b not	c didn't
8	a charger	b laptop	c TV
9	a icon	b tablet	c email
10	a tablet	b password	c recipe

Vocabulary

3 Complete the diagram with words and phrases from the text.

Reading

1 Match paragraphs 1–4 with the headings a–d.

1. Write *Sham El-Nassim* on the board and ask students to say in English what happens at that time.
2. Then ask them to look at the photos and say what they can see (fish, painted eggs, fountains).
3. Students read the text quickly and complete the exercise. Check the answer as a class.
4. Ask students what they do with their families on Sham El-Nassim.

Answers:

a 3 b 1 c 4 d 2

2 Read the text again and choose the correct words.

1. Ask students to look at the words in the options and check that they understand the task.
2. Ask students to look at the example, then complete the exercise individually. They then check their answers with a partner.
3. Check answers as a class. Ask whether they think the writer's celebrations sound good and what they like about them.

Answers:

2 a 3 b 4 c 5 b 6 a 7 c 8 b 9 a 10 c

Vocabulary

3 Complete the diagram with words and phrases from the text.

1. Ask students to look at the three topics and examples. Ask a stronger student to explain what they have to do.
2. Students complete the exercise in pairs. As they are working, draw the mind maps on the board.
3. Then check answers as a class. Invite volunteers to come to the board and add words and phrases to each topic.

Answers:

Food and cooking: picnic, special food, add, lemon juice, fish, salad, eggs, recipe

Technology: video call, click, icon, email, website, laptop, charger, TV, tablet, password

Outdoor places and activities: go to the beach, make sandcastles, swim in the sea, ride bikes, play games, paint eggs, take a photo

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Reading: To understand a text about Sham El-Nassim

Writing: To complete a mind map with key vocabulary

- Give students time to talk to each other discussing these skills, and ask questions if they want.

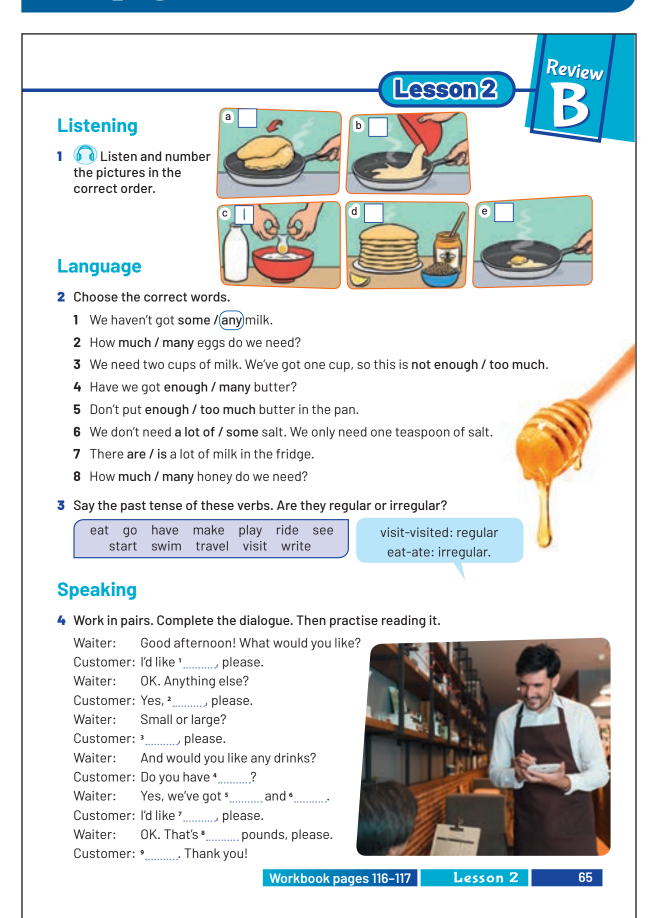
LESSON 2 SB page 65 WB page 116-117

Outcomes:

- To read a range of high-frequency words and CVC words, and read short, simple sentences.
- To form and use regular and irregular verbs (past tenses)
- To use the simple verb tenses
- To react to a short listening text, giving an opinion (Workbook)
- To identify different stress positions in words (Workbook)
- To express facts and points of view
- To write short informative/explanatory texts in which they simply introduce the topic (Workbook)

Language: Revision of language and structures from Units 4–6

SB page 65


Lesson 2 Review B

Listening

1 Listen and number the pictures in the correct order.

Language

2 Choose the correct words.

1 We haven't got some / any milk.
2 How much / many eggs do we need?
3 We need two cups of milk. We've got one cup, so this is not enough / too much.
4 Have we got enough / many butter?
5 Don't put enough / too much butter in the pan.
6 We don't need a lot of / some salt. We only need one teaspoon of salt.
7 There are / is a lot of milk in the fridge.
8 How much / many honey do we need?

3 Say the past tense of these verbs. Are they regular or irregular?

eat go have make play ride see start swim travel visit write

visit-visited: regular
eat-ate: irregular.

Speaking

4 Work in pairs. Complete the dialogue. Then practise reading it.

Waiter: Good afternoon! What would you like?
Customer: I'd like [1] ...., please.
Waiter: OK. Anything else?
Customer: Yes, [2] ...., please.
Waiter: Small or large?
Customer: [3] ...., please.
Waiter: And would you like any drinks?
Customer: Do you have [4] ....?
Waiter: Yes, we've got [5] .... and [6] ....
Customer: I'd like [7] ...., please.
Waiter: OK. That's [8] .... pounds, please.
Customer: [9] .... Thank you!

Workbook pages 116–117 Lesson 2 65

Listening

1 Listen and number the pictures in the correct order.

1 Ask students to look at the pictures and ask them what they think the recipe is for (pancakes). Ask what ingredients they can see (flour, eggs, milk, butter, nuts, honey, lemon).

2 Play the recording. Students listen and put the pictures in order.

3 Check answers as a class. Ask students whether they like pancakes and what they have on them.



Audioscript

Narrator: *In the UK, many people eat pancakes at the start of spring. How do you make pancakes? Put all your ingredients in a bowl, and add two eggs. Stir everything together. Put some butter in a pan. When the butter is hot, you should start cooking your pancakes! Cook each pancake for 2 to 3 minutes on one side. Then cook the other side of the pancake. Eat your pancakes with honey and nuts, or*

with sugar and lemon juice. Hmm, they are delicious!

Answers:

a 4 b 3 c 1 d 5 e 2

Language

2 Choose the correct words.

1. Ask students to look at the example and explain what they have to do.
2. Students complete the exercise individually, before checking their answers with a partner. Remind them to read carefully in order to choose the correct option.
3. Check answers as a class by inviting volunteers to read out the sentences with the correct options.
4. If students have problems with this task, they can refer back to the *Language boxes* on pages 55 and 57 of the Student's Book.

Answers:

2 many	3 not enough	4 enough
5 too much	6 a lot of	7 is
8 much		

3 Say the past tense of these verbs. Are they regular or irregular?

1. Ask students to look at the verbs. Go through them orally, asking students to say whether they are regular or irregular.
2. Draw their attention to the example. Students then make the past simple form of each of the verbs.
3. Students check their answers with a partner. Then check answers as a class. Read out each of the infinitives and encourage students to call out the past simple form.
4. You could extend the activity by asking students to make sentences in the past simple using some of the verbs.

Answers:

go – went (irregular), have – had (irregular), make – made (irregular), play – played (regular), ride – rode (irregular), see – saw (irregular), start – started (regular), swim – swam (irregular), travel – travelled (regular), visit – visited (regular), write – wrote (irregular)

Speaking

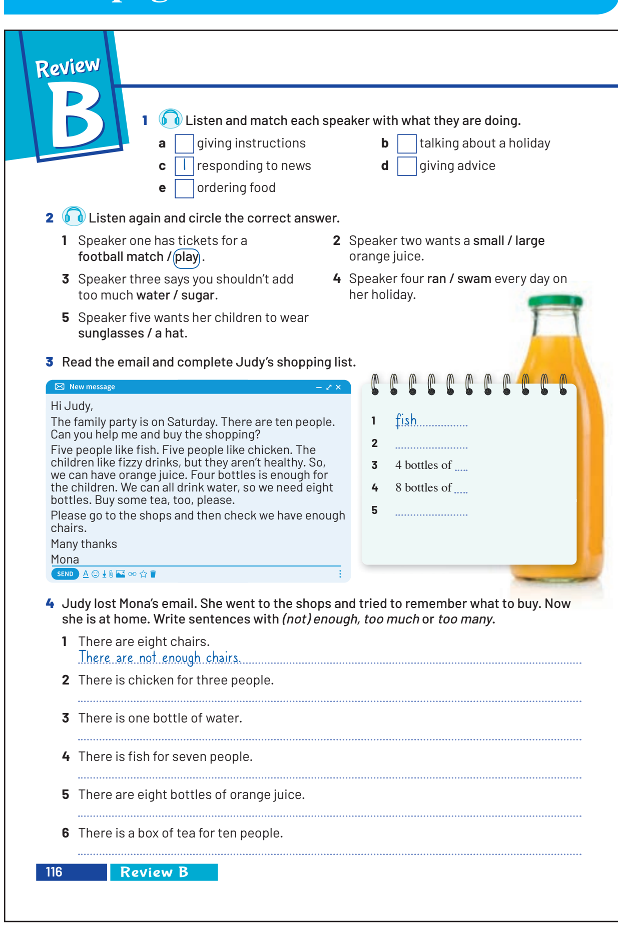
4 Work in pairs. Complete the dialogue. Then practise reading it.

1. Elicit the phrases for ordering in a café. Ask who says each one – the waiter or the customer.
2. Students then read and complete the dialogue in pairs. Explain that they should use their imaginations to complete the dialogue. You could refer them back to the menus they created in Unit 6 if they need any help.
3. Check answers in class by inviting different students to each read a completed sentence out loud.
4. Students practice reading the dialogues in pairs. Then invite different pairs to read out the dialogue.

Answers:

Students' own answers.

WB page 116


Review B

1 Listen and match each speaker with what they are doing.

a ☐ giving instructions
b ☐ talking about a holiday
c ☐ 1 responding to news
d ☐ giving advice
e ☐ ordering food

2 Listen again and circle the correct answer.

1 Speaker one has tickets for a football match / play.
2 Speaker two wants a small / large orange juice.
3 Speaker three says you shouldn't add too much water / sugar.
4 Speaker four ran / swam every day on her holiday.
5 Speaker five wants her children to wear sunglasses / a hat.

3 Read the email and complete Judy's shopping list.

New message

Hi Judy,
The family party is on Saturday. There are ten people. Can you help me and buy the shopping?
Five people like fish. Five people like chicken. The children like fizzy drinks, but they aren't healthy. So, we can have orange juice. Four bottles is enough for the children. We can all drink water, so we need eight bottles. Buy some tea, too, please.
Please go to the shops and then check we have enough chairs.
Many thanks
Mona

1 fish
2 ....
3 4 bottles of ....
4 8 bottles of ....
5 ....

4 Judy lost Mona's email. She went to the shops and tried to remember what to buy. Now she is at home. Write sentences with *(not) enough, too much* or *too many*.

1 There are eight chairs.
There are not enough chairs.
2 There is chicken for three people.
3 There is one bottle of water.
4 There is fish for seven people.
5 There are eight bottles of orange juice.
6 There is a box of tea for ten people.

116 Review B

1 Listen and match each speaker with what they are doing.

1 Ask students to look at the instructions and elicit an example of each one.
2 Explain that they will hear different people speaking and they have to decide what they are doing. Play the recording for them to listen and check.
3 Check answers as a class and play the recordings again to confirm if necessary.



Audioscript

Narrator: *One*
Boy 1: *I have tickets for the new play on Saturday.*
Boy 2: *How exciting!*

Narrator: *Two*
Man 1: *I'd like a small salad please.*
Man 2: *Is that everything?*
Man 1: *Er, have you got any orange juice?*
Man 2: *Small or large?*
Man 1: *Large, please.*

Narrator: *Three*
Woman: *First, put water in a kettle. Then boil the water. Put the hot water in a cup with some hot chocolate. Don't add too much sugar. It isn't healthy.*

Narrator: *Four*
Girl: *Last summer, we went to the Red Sea. I swam in the sea every day! It was wonderful.*

Narrator: *Five*
Woman: *It's very hot today. You should drink a lot of water and you should wear a hat, too!*

Answers:

a 3 b 4 c 1 d 5 e 2

2 Listen again and circle the correct answer.

1 Ask students to read the example. Play the first part of the recording for them to listen and check.
2 Play the rest of the recording for the students to listen and circle the correct answers.
3 Check answers by asking different students to read out the sentences with the correct options.

Answers:

2 large 3 sugar 4 swam 5 hat

3 Read the email and complete Judy's shopping list.

1 Ask students what they would buy for a family party.
2 Students then read the email and complete the shopping list.
3 Check answers by inviting different students to read out the items on the list.

Answers:

2 chicken 3 orange juice 4 water 5 tea

4 Judy lost Mona's email. She went to the shops and tried to remember what to buy. Now she is at home. Write sentences with *(not) enough, too much* or *too many.*

1 Ask students to look at the example and elicit what they have to do. Remind them to look back at Mona's email and her shopping list.
2 Students write the sentences. Remind them

to use *(not)* enough, *too much* and *too many*. Monitor as they are working and help if necessary.

3 Check answers by asking different students to read out their sentences. Ask the rest of the class to check the usage of *(not)* enough, too much and too many.

Answers:

2 There is not enough chicken.

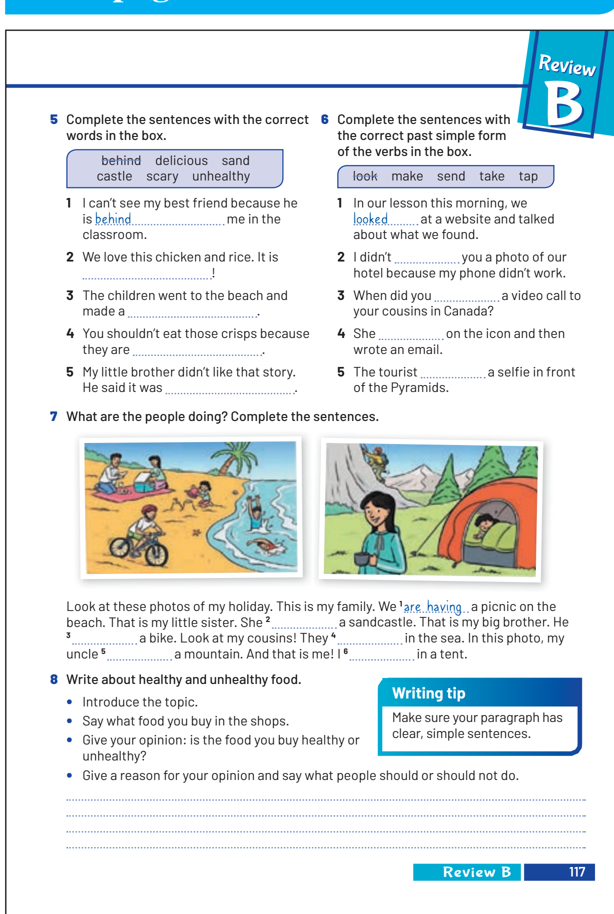
3 There is not enough water.

4 There is too much fish.

5 There are too many bottles of orange juice.

6 There is enough tea for everyone.

WB page 117



Review B

5 Complete the sentences with the correct words in the box.

behind delicious sand castle scary unhealthy

1 I can't see my best friend because he is behind me in the classroom.
2 We love this chicken and rice. It is ....!
3 The children went to the beach and made a ....
4 You shouldn't eat those crisps because they are ....
5 My little brother didn't like that story. He said it was ....

6 Complete the sentences with the correct past simple form of the verbs in the box.

look make send take tap

1 In our lesson this morning, we looked at a website and talked about what we found.
2 I didn't .... you a photo of our hotel because my phone didn't work.
3 When did you .... a video call to your cousins in Canada?
4 She .... on the icon and then wrote an email.
5 The tourist .... a selfie in front of the Pyramids.

7 What are the people doing? Complete the sentences.

Look at these photos of my holiday. This is my family. We [1] are having a picnic on the beach. That is my little sister. She [2] .... a sandcastle. That is my big brother. He [3] .... a bike. Look at my cousins! They [4] .... in the sea. In this photo, my uncle [5] .... a mountain. And that is me! I [6] .... in a tent.

8 Write about healthy and unhealthy food.

- Introduce the topic.
- Say what food you buy in the shops.
- Give your opinion: is the food you buy healthy or unhealthy?
- Give a reason for your opinion and say what people should or should not do.

Writing tip
Make sure your paragraph has clear, simple sentences.

Review B 117

5 Complete the sentences with the correct words in the box.

1 Ask students to look at the example and elicit what they have to do.

2 Students complete the sentences with the words from the box.

3 Check answers as a class by asking different students to read out the completed sentences.

Answers:

2 delicious	3 sandcastle
4 unhealthy	5 scary

6 Complete the sentences with the correct past simple form of the verbs in the box.

1 Ask students to look at the verbs and elicit the past simple form.

2 Students write their answers individually.

3 Check answers as a class by asking volunteers to read out the completed sentences.

Answers:

2 send 3 make 4 tapped 5 took

7 What are the people doing? Complete the sentences.

1 Ask students to look at the pictures and elicit what they can see in each one.

2 They then read and complete the sentences about the pictures individually before checking their answers with a partner. Remind them to use the present continuous form of the verbs.

3 Check answers by asking different students to each read out a line of the description.

Answers:

2 is making	3 is riding	4 are swimming
5 is climbing	6 am sleeping	

8 Write about healthy and unhealthy food.

1 Ask students to read the instructions and elicit examples of healthy and unhealthy food.

2 Tell students to make notes for each of the points. Remind them to write an introduction of two or three sentences to start.

3 They then use their notes to write about healthy and unhealthy food. Monitor as they are working, helping if necessary. Remind them to use the vocabulary and structures they have learned so far.

4 Students exchange notebooks to check each other's work. Then invite volunteers to read out what they have written.

5 Alternatively, students could write their descriptions for homework. Collect in their notebooks to mark.

Answers:

Students' own answers.

Skills

- Now that you're about to end your lesson, check with your class that you've worked on these skills:

Writing: To write about healthy and unhealthy food (Workbook)

Listening:

- To listen for specific information from a recipe
- To listen for functions (Workbook)
- To listen for specific information (Workbook)

Speaking: To identify the past tense of verbs

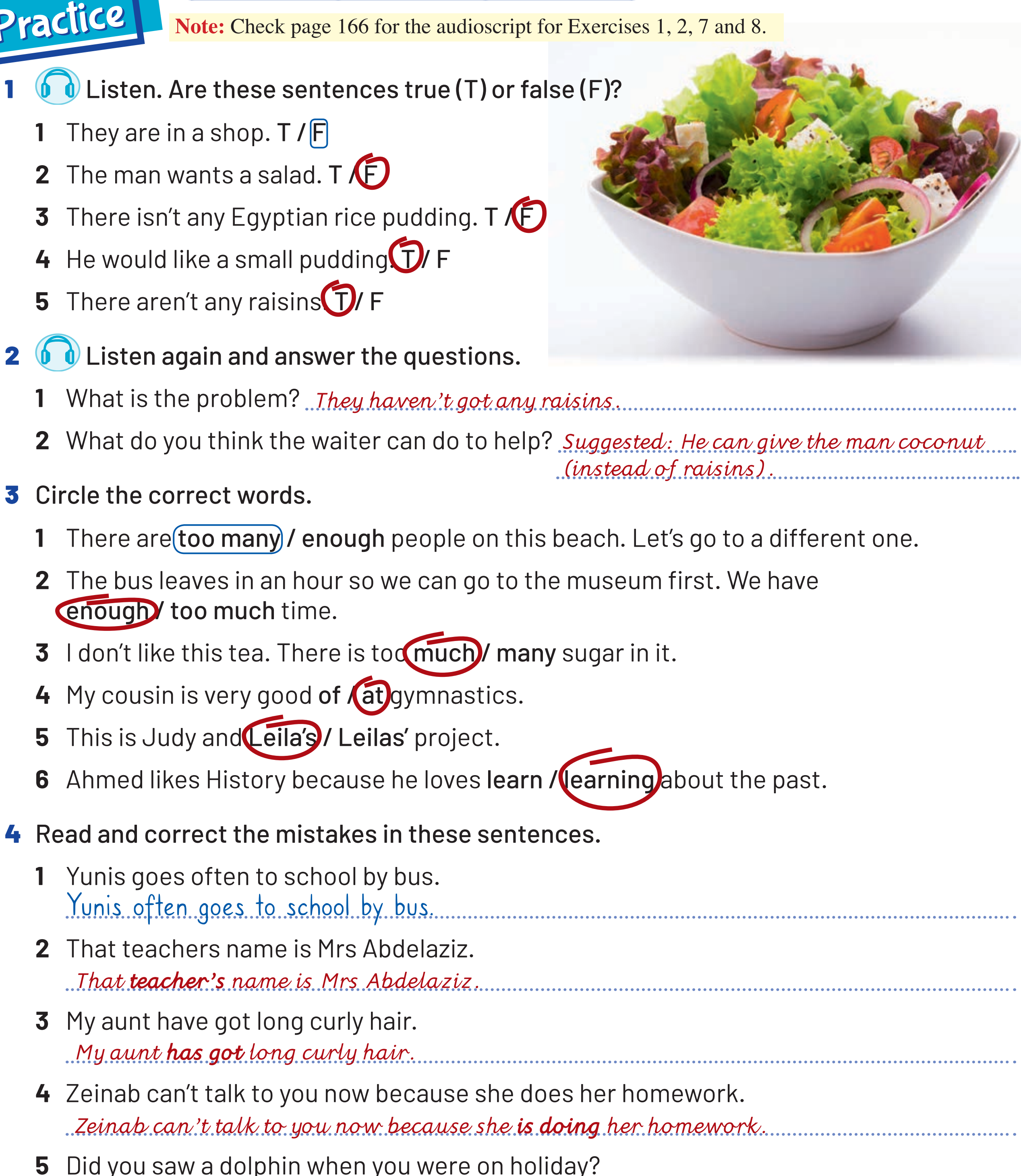
To order food in a café

- Give students time to talk to each other, discussing these skills, and ask questions if they want.


End of Term Practice

End of Term Practice

Note: Check page 166 for the audioscript for Exercises 1, 2, 7 and 8.



1 Listen. Are these sentences true (T) or false (F)?

1 They are in a shop. T / F
2 The man wants a salad. T / F
3 There isn't any Egyptian rice pudding. T / F
4 He would like a small pudding. T / F
5 There aren't any raisins. T / F

2 Listen again and answer the questions.

1 What is the problem? *They haven't got any raisins.*
2 What do you think the waiter can do to help? *Suggested: He can give the man coconut (instead of raisins).*

3 Circle the correct words.

1 There are **too many** / **enough** people on this beach. Let's go to a different one.
2 The bus leaves in an hour so we can go to the museum first. We have **enough** / **too much** time.
3 I don't like this tea. There is too **much** / **many** sugar in it.
4 My cousin is very good **of** / **at** gymnastics.
5 This is Judy and **Leila's** / **Leilas'** project.
6 Ahmed likes History because he loves **learn** / **learning** about the past.

4 Read and correct the mistakes in these sentences.

1 Yunis goes often to school by bus.
Yunis often goes to school by bus.
2 That teachers name is Mrs Abdelaziz.
*That **teacher's** name is Mrs Abdelaziz.*
3 My aunt have got long curly hair.
*My aunt **has got** long curly hair.*
4 Zeinab can't talk to you now because she does her homework.
*Zeinab can't talk to you now because she **is doing** her homework.*
5 Did you saw a dolphin when you were on holiday?
*Did you **see** a dolphin when you were on holiday?*
6 You shouldn't to eat too many crisps.
*You **shouldn't eat** too many crisps.*
7 We go to the beach yesterday.
*We **went** to the beach yesterday.*

5 **Read the text and choose the correct answer from a, b, c or d.**

My name is Mona. I want to be a doctor here in Cairo so I always work hard at school. My favourite subjects are Science and Computer Studies. I also want to speak good English to other children in different places. My teacher is very good, but I also like to use technology. I use a tablet to practise my English. Sometimes I use my phone, too! Last year, I learnt English in London with my family. It was fantastic! I cycled to summer school every day, and I met students from different countries. I now have a friend from Uganda! My favourite place was a river in Cambridge. It was very beautiful, but I didn't swim in it!

1 Where is Mona?
- a in Egypt
- b in England
- c in London
- d in a summer school

2 What are her favourite subjects?
- a Science and English
- b Science and Computer Studies
- c English and Geography
- d Science, Computer Studies and English

3 Why does she want to speak good English?
- a to go to London
- b to speak to people
- c to go to Uganda
- d for her job

4 Which one of these does she not use to learn English?
- a her teacher
- b her phone
- c a laptop
- d a tablet

5 Which of these did she not do in England last year?
- a swim in a river
- b meet new friends
- c practise her English
- d cycle to school

6 **Write a biography about your best friend. Use the example in Exercise 5 to help you. Write between 30–40 words in your notebook.**

7 **Listen and match each speaker with what they are doing.**

- a [3] Saying what someone is like.
- b [4] Giving advice about technology.
- c [1] Talking about what someone has.
- d [5] Talking about the past.
- e [6] Reading a recipe.
- f [2] Talking about how frequently you do something.

8 **Listen and circle the word that you hear.**

1 lives / loves
2 any / many
3 flag / flat
4 thirty / thirteen
5 bat / bag
6 desk / disc

9 **Write about *Heidi* and *Alice's Adventures in Wonderland*.**

- Write a short summary of each book.
- Say which story you prefer and why.

Students' own answers.

End of Term Practice

End of Term Practice

1 Listen. Are these sentences true (T) or false (F)?

Audioscript

Waiter: *Hello. What would you like?*
Man: *I'd like chicken pizza, please.*
Waiter: *Anything else?*
Man: *Yes. Have you got any Egyptian rice pudding?*
Waiter: *Yes, small or large?*
Man: *Small, please. I'd like it with raisins, please.*
Waiter: *Oh, I'm sorry. We haven't got any raisins*

2 Listen again and answer the questions.



Audioscript

Waiter: *Hello. What would you like?*
Man: *I'd like chicken pizza, please.*
Waiter: *Anything else?*
Man: *Yes. Have you got any Egyptian rice pudding?*
Waiter: *Yes, small or large?*
Man: *Small, please. I'd like it with raisins, please.*
Waiter: *Oh, I'm sorry. We haven't got any raisins*

7 Listen and match each speaker with what they are doing.



Audioscript

Narrator: *1*
Girl: *These are my brother's drums. He plays them every day!*

Narrator: *2*
Boy: *I usually read before I go to bed.*

Narrator: *3*
Woman: *She is very clever, kind and sensible.*

Narrator: *4*
Man: *Don't make friends with people you don't know online.*

Narrator: *5*
Boy 2: *We visited our cousins and went to a museum.*

Narrator: *6*
Girl 2: *Put the rice and water in a saucepan. Boil the rice for 20 minutes, then add the milk slowly.*

8 Listen and circle the word that you hear.

Audioscript

Narrator: *1*
Boy 1: *My aunt likes this café. She lives next to it!*

Narrator: *2*
Boy 1: *There are not many people in the museum today.*

Narrator: *3*
Boy 1: *What colour is the flag?*

Narrator: *4*
Boy 1: *I have thirteen apps on my phone.*

Narrator: *5*
Boy 1: *I have got a green bag.*

Narrator: *6*
Boy 1: *My book is on my desk.*

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